

## CHAPTER II

## STUDY OF RELATED LITERATURE

-----

This chapter attempts to present in brief an overview of the related research work accomplished in this area. For this, the material was collected from different sources, namely, research journals, reports, research project, reports, research monographs, doctoral theses, research abstracts, and Survey of Educational Research in India ( Buch, 1974, 1979 ). The review has been divided into four sections. The first section deals with the studies relating to the awareness of scheduled caste students and parents about educational schemes. The second section comprises of the studies relating to the utilisation of educational schemes by scheduled caste. The third section is concerned with the study on consequences i.e. dropout and their relationship with awareness of scheduled caste students about educational schemes. The last section comprises of the students relating to the problems and suggested solutions. The detailed review has been presented sectionwise.

### Awareness Studies

In this section, an attempt has been made to review research literature in view of the objectives of the study. Firstly, the studies of awareness of scheduled caste students, and parents about the educational schemes have been presented. Secondly, the awareness has been studied in relation to demographic variables of age and sex. Thirdly, the awareness and location of the place of residents of scheduled castes have been discussed. Lastly, other variables like education, occupation and economic status of the scheduled caste respondents have been viewed in relation to their awareness about schemes.

The studies in the area of awareness have covered a wide variety of variables pertaining to scheduled caste students and parents. Firstly, awareness has been studied in relation to students, parents and awareness within scheduled castes. Pimpley (1974), Singhi (1975), Debey (1974), Nayar (1975), Valunjkar (1975), Gangrade (1974), Sachchidananda (1974), Chitnis (1974), George (1975) and Shah (1974) in their studies on educational problems of scheduled castes, both at school and college levels found that most of the students were aware of the scholarship facilities, reservations in educational institutions and also aware of the constitutional provisions regarding the welfare of scheduled castes, whereas, Soni (1975), Rath (1974), Rajagopalan (1974), Chauhan (1974)

and Sachchidananda (1974) found that some of the school and college students are still not aware of the special reservation in educational institutions, scholarship schemes and constitutional provisions for the welfare of scheduled castes. It will be of interest to know as to what is the nature of the respondents who are unaware of these schemes.

Some studies have found difference in the awareness of parents belonging to scheduled castes about educational schemes. Panalekar (1975), Santha Kumari (1976) and Premi (1974) found that the parents were aware of the educational concessions, financial concessions, scholarships, stipends, freeships, reservation of seats for admission to educational institutions, coaching facilities provided and administered by government / Harijan Welfare Department. However, Naik (1971), Vagiswari (1973), Maurya (1976), Yadav (1979), Nautiyal (1979) and Parvathamma (1973) found that the respondents were still unaware about the various facilities, aids, concessions in admission, special schemes and programmes provided by the government for the welfare of the scheduled castes. The studies have presented a mixed bag of findings in this area.

Some studies indicate differential awareness within scheduled castes. Pamar (1978) on Mahayavanshi; a scheduled caste in Surat city, found that the development of education in Mahayavanshi caste shows that among these there is an

increasing awareness of the need for education which is further reflected in their increasing utilisation of educational facilities such as scholarships, freeships, and examination fees provided by the government. Abbasayulu (1977) also found that the scheduled caste elite group was more aware about the educational schemes and benefits for their progress than the scheduled castes as a whole.

Another category of the studies refers to the area of awareness in relation to demographic variables of age and sex. The girl students <sup>were</sup> aware about the reservation for scheduled castes in government and public undertaking (Lal, 1974). But Pimpley (1974), Chitnis (1977) and George (1975) found that the awareness about reserved seats in educational institutions and facilities available for the welfare of scheduled caste, was more in boys than in girls.

Rastogi (1976) on the impact of Constitution provisions upon the uplift of scheduled castes found that the respondents of different age-groups are also aware of the different Constitutional provisions for protecting the interests of Harijan Community. He further found that elder respondents are more aware of various legislative measures as compared to the younger members.

Another set of studies refers to the area of awareness and the location of scheduled castes. Pimpley (1978) found that both the rural and urban attending children were equally

aware and the place of residence does not seem to make any significant difference in their awareness. Rastogi (1976) contradicts this finding. He reports that all respondents drawn from urban areas are more aware of the constitutional provision regarding scheduled castes. Mukherjee (1975) corroborates this findings when he states that women belonging to scheduled caste are more aware about educational schemes in urban areas than in rural areas. Chitnis (1977) compared awareness of hostellers and non-hostellers. His study 'reveals' that hostellers have distinctly higher level of awareness than non-hostellers about schemes.

The awareness of children belonging to scheduled caste about educational schemes differ from district to district (Gangrade, 1974; Dubey, 1974 ). But Rajagopalan (1974), Soni (1975), and Rastogi (1976) found that the awareness of the respondents at the college stage belonging to corporation districts regarding educational schemes and reservation policies are higher as compared to other districts. So, the place of residence effects the awareness and utilisation of scheduled castes about educational schemes for their progress.

Other variables like social, educational, economic and occupational status of the scheduled caste respondents have also been studied in relation to their awareness of scheduled

caste about educational schemes. Social restrictions create hinderance in the awareness of scheduled caste progress. The respondents are aware of the social restrictions on their admission to school and college and feel the need for protective discriminations (Chitnis, 1977). The awareness of educational facilities increase the social status (Shantha Kumari, 1976). The welfare workers must create an awareness about their rights and an atmosphere to assert them by reporting cases of infringement (Dubey, 1972).

Education is also found to be factor in increasing the awareness of scheduled caste about schemes for their progress. The awareness of schemes does have positive relationship with attendance and the lack of awareness was most prounced in the case of non-attenders (Chauhan, 1967). Education in Mahayawanshi caste shows an awareness in the form of utilisation of educational schemes such as scholarships, freeships, and examination fees provided by the government (Pamar, 1978).

Malik (1971) and Malik (1979) found that greater percentage of educated respondents are aware of more important facilities, such as educational facilities, provisions of grants and less educated persons are comparatively less aware of these facilities. Rastogi (1976) also found that the respondents doing their law graduation

are comparatively more aware of various legislative measures than the respondents pursuing other courses of study, quite a good number of respondents of all educational levels are aware of the various constitutional provisions.

Shantha Kumari (1976) on impact of welfare measures on the backward classes in Kerala found that the awareness transcends both the educational and occupational level of respondents and the awareness of educational facilities is an incentive for their children for jobs, which brings them a better job. This is an incentive for availing of existing educational facilities.

Economic status also increases the awareness of scheduled caste about educational schemes. The rise in income increases the awareness of the scheduled caste respondents about educational facilities ( Shanthakumari, 1976). The respondents in the large income brackets are comparatively more aware of various legislative measures as compared to their counterparts who are placed in lower income brackets ( Rastogi, 1976 ). It can be the other way as well. They might be economically better because of their higher awareness level.

The studies in this section reveal the status of awareness and unawareness among scheduled castes about reservation in educational institutions, scholarships and educational schemes but no comprehensive study has been

conducted specifically on scheduled castes awareness about schemes for their educational progress and awareness with respect to sex, place of living; and awareness within scheduled castes. This study is an attempt in this direction.

### Utilisation Studies

In this section the studies related to the utilisation of educational schemes have been reviewed. The section covers studies related to usefulness and utilisation in relation to demographic variables, locations, and the determinants of utilisation. The studies covering relationship between awareness and utilisation of educational schemes have also been included in this section.

The studies in the area of utilisation have covered a wide variety of variables pertaining to scheduled caste students and parents. Firstly the utilisation of schemes by the students and parents have been considered. Lal (1974), Adisesiah (1975), Goyal (1974), Gangrade (1974), Pimpley (1974), Soni (1974), Dubey (1974), George (1975), Shah (1974), Parvathamma (1974), Chauhan (1975). Chitnis (1977), Desai (1974), Lakshmana (1974), Sachch<sup>da</sup>inanda (1974) and Singh (1974) found that most of the college and school students considered educational facilities, scholarships, stipends, freeships, reservation in admissions to educational

programmes to be useful, effectively utilised, beneficial for their educational progress and advancement. However, Rath (1974) and Chitnis (1974) found that the educational facilities are not useful and adequate for the scheduled castes. But in most of the studies these facilities are considered to be useful for the progress of scheduled castes education. So, these programmes are beneficial for the welfare of scheduled caste. The teachers also supported this finding that scholarships and other schemes are very useful and fair in the promotion of education of scheduled castes (Nayer, 1975; Jha, 1973; Lakshmana, 1974).

The scheduled castes differ in the use of educational facilities. It perpetuates the inadequacies within these people (Chauhan and Narayana, 1976). The government assistance for education creates inequalities of utilisation between different groups within scheduled caste (Shah, 1974). The postmatric scholarship for being inequitable in structuring and for fostering inequalities among Harijans (Chitnis, 1977). Premi (1977) also observed the distinct caste and class pattern in use of educational facilities at higher stage.

Singh (1971) found that scholarship holders utilize a part of received amount on such items as buying books and other educational requirements, purchasing of clothes and on transports. Some spent less than Rs. 100.00 on hostel bills and examination fees, some spent more than Rs. 500.00

on above items. Some use a part of their scholarship for meeting family expenses. One obvious reason for this wrong utilisation of money was the poverty.

Yet another category of the studies refersto the area of utilisation in relation to demographic variables of age and sex. The male students considered these schemes more useful and satisfactory than the female students (Dubey, 1974), while Chitnis (1977) found that the scheduled caste women don't use these facilities as freely as scheduled caste men. Shah (1976) also found that male and female postmatric scholars indicate substantial difference in this aspect. More male postmatric scholars are coming for higher education than female postmatric scholars.

Some students showed the difference in the use of educational schemes in different age groups. Rastogi (1976) found that elder respondents are more aware and utilize the various legislative measures as compared to their younger counterparts.

Several studies have focussed on the area of utilisation and the place of residence of the scheduled castes. Rastogi (1976) report that respondents coming from rural areas of U.P. shows the maximum tendency of utilizing facilities provided by the government, while Shah (1976) found that the proportion of the scheduled caste scholars

from urban areas is little less than the double proportion of their population residing in rural areas. The differential utilization of government assistance for higher education is related to the proportion of urban population among different scheduled castes. Dubey (1974) also found that more postmatric scholars are coming from the urban areas than rural areas. Ahmed (1978) found that differential utilisation of government assistance is not due to the socio-economic reasons, but due to urban residence; the availability of educational facilities and the differences in various aspects of educational developments. The privileges benefit only some individuals. Premi (1974) found greater use of educational facilities offered by big cities and towns, whereas others have to content themselves with lower educational attainments.

The utilisation of educational schemes and government assistance differ from district to district. Surat district in Gujarat State was highest in utilisation of government assistance for the higher education for the welfare of scheduled caste (Pamar, 1978; Shah and Patel, 1976). This may be due to the increasing involvement of voluntary organisations and due to the impact of Gandhi and his belief in constructive programmes.

Dubey (1964a) found that highest respondents are from Sibsagar district in Assam at college level, who think educational facilities are quite satisfactory, useful, and adequate, while Dubey (1974b) at the school stage found ~~from~~ that the highest number of scheduled caste respondents from Lakhimpur and Dibrugarh feel that these facilities are not at all useful, adequate and satisfactory.



Hostels also affect the utilisation of schemes for the benefit of the education of scheduled castes. Chitnis (1977) found that college hostellers are dissatisfied with the facilities, while Trivedi (1977) found that the scholarship scheme to be useful. Dubey (1974) and Valunjkar (1975) also found that more hostellers feel that these educational facilities are useful, adequate and satisfactory than non-hostellers.

The utilisation of schemes does not differ in districts alone, but it differs from state to state. In every state certain scheduled caste communities within scheduled castes, which are in comparatively more advantageous circumstances to begin with, were able to get more benefits out of the schemes than others (Vyas, 1969; Chitnis, 1977; Pamar, 1978; Ram, 1976; Ramaswamy, 1974; Patwardhan, 1973; Premi, 1974; Shah, 1976; Chauhan, 1976; Das, 1971; and Hussain, 1972).

Other variables like social, educational, occupational and economic status of scheduled caste respondents have been studied in relation to their utilisation of schemes. Most of the respondents considered various educational programmes to be useful, effectively utilised, beneficial for their educational progress and social advancement (Rajagopalan, 1974; Gangrade, 1974; Pimpley, 1974; Singhi, 1975; Singh, 1974; Sachchidananda, 1974), while Shah (1974)

found that scheduled castes have to face obstacles in the main stream of Indian social life due to these schemes. George (1975) also found that the system of separate hostels for scheduled caste students was considered socially unhealthy as it widened the gaps with higher caste students.

Education helps in utilising the schemes to the maximum. Shanthakumari (1976), Rastogi (1976), Dubey (1974) and Gangrade (1974) found that father's education in the sense that the percent of the students having favourable option on the usefulness of the educational facilities. Higher the education of the father, higher the utilisation of schemes by their children. George (1975) found that the parents needed to be educated about the government programme in order to properly utilise the resources. Empirical relationship was worked out between father's education and educational facilities.

Rastogi (1976) found that the incidence of utilisation is higher among the respondents doing their graduation and after that doing their diploma/LL.B courses and least utilization is conspicuous in medical graduations. Malik (1971 and 1979) also found that higher the education of the respondents, the higher percentage of those who avail themselves of the opportunity, while Premi (1974) found that

majority of respondents used educational facilities i.e. financial concessions such as freeships, stipends at high school and scholarship in college.

Most of the scheduled castes are generally engaged in low level of occupations. Better occupations increase their utilisation of educational schemes. Most of the postmatric scholars were found from the white collar occupation (Shah, 1976).

The differential utilisation of government assistance is due to socio-economic reasons. Patsmidu (1971), Pimpley (1976), Goyal (1974), Yadav (1980), Premi (1977) and Saxena (1968) found that greater advantages of the programmes are availed by the people from high socio-economic group, advanced sections and privileged families from scheduled castes. The post-matric scholarship, the central pillar of all educational facilities at higher stage, tends to favour the 'haves' rather than 'have not's' or deprived sections. Dogra (1977) found that low socio-economic status of Harijans has resulted in a massive under utilisation of facilities.

Gangrade (1974) found that all the students belonging to the comfortable and average economic position found the educational facilities useful. The students who were of the opinion that facilities are not proving useful had

poor economic condition, while Lal (1974) found poor economic status students hold the view that educational facilities are quite useful.

The awareness of constitutional provision increases the utilisation rate of schemes. Rastogi (1976) found that all those who are aware of constitutional provisions have also availed of the benefits provided under the act with regard to other legislative measures. Malik (1971, 1979) found that educated respondents have greater knowledge of the facilities provided and avail of them to a greater extent than the less educated persons.

Aggarwal (1976) found that most of the people list educational scholarships as the more useful privilege than any other. This corresponds closely to high level of awareness of privileges among the respondents. Not only did a large number know this but they list it as the first item when asked to identify the various privileges. Pamar (1978) also found that there is an increasing awareness of the need for education in Mahayavanshi caste which is further reflected in their increasing utilisation of educational facilities such as scholarships, freeships and examination fees and other facilities by the government.

Premi (1974) found that greater awareness of freeships, stipends and scholarships, suggests that these facilities are universally available and widely used. Lesser awareness

of other financial facilities suggests that either these particular facilities have not been properly publicised or they have not been introduced at many places; while Pimpley (1974) found that they are aware of the facilities provided to them, but in general, a large number of educable age group had not availed of these facilities.

Some studies discovered the factors for utilising the schemes effectively. Misra (1978) found that the utilisation and non-utilisation depend on several factors such as family background, attitude of the community, attitude of non-scheduled caste members, teacher role and attitude of the members of the family towards education, social status of family, lack of conducive environment, etc. Shanthakumari (1976) found that the factors in the use of educational facilities related to education of responding parents and their purpose for educating their children.

The above studies reflect the reaction of respondents towards usefulness and utility of educational schemes with respect to scheduled caste on samples including sex and the place of living, with respect to their social, education, economic and occupation status. Only a few studies are directed to at studying awareness and utilisation level. The present study is likely to fill this gap in educational research in this area.

### Consequences of Awareness

Only one study giving consequences of awareness of scheduled caste children was available. Pimpley (1978) in her study on non-attendance of scheduled caste school children in Haryana found that awareness of reservation does have a positive relationship with attendance. Out of 347 respondents who were aware as many as 57.92 percent were attenders. On the other hand, more than two thirds of those who were not aware were also non-attenders. The lack of awareness was most pronounced in the case of urban non-attenders. Both the rural and urban attenders were equally aware. The place of residence, however, does not seem to make any significant difference to awareness and school attendance. It was felt rather that more awareness of these schemes through personal contact with a person nearer to oneself may lead to school attendance. The present study goes a step further in that the parents' awareness has also been covered in relation to dropout.

### Problems and Solutions

This section has been divided into two parts. The first part covers the problems faced by the scheduled caste in availing educational schemes and the second part includes suggestions offered by the parents, students and teachers to overcome the same. The organisation of the section is in

conformity with the objectives of the study.

#### The Problems

Proper publicity of the educational schemes creates awareness among the scheduled castes. Soni (1975) found that proper communication of government policies in small towns and rural areas is found somewhat lacking in effectiveness. Nautiyal (1979) also found that there is not enough publicity regarding the exact nature of concession and facilities permissible to scheduled castes.

The role of mass media is significant in publicising the educational schemes. In a few research studies it was found that those who are illiterate have less exposure to mass media, particularly the news papers, and fail to get benefits from the schemes. Those who are literate and educated have more exposure to mass media and avail of maximum benefits from the schemes (Parvathamma, 1974; Gangrade, 1974; Goyal, 1974; Chitnis, 1977; Pimpley, 1974; Sachchidananda, 1974; Valunjakar, 1975). Educated biased way of publicity of educational schemes has created a privileged class among the scheduled castes, and usually, the privileged come from better off families. This, in turn, leads to intra scheduled castes inequalities. (Chitnis, 1975; Khurana, 1980; Shama, 1974). The help tends to benefit the 'haves' rather deprived section of the society (Premi, 1977). Several low levels of occupational categories (i.e.

sweeper, vendors, tanners are not represented among the scheduled caste postmatric scholars (Shah, 1976). So due to inadequate publicity of educational schemes a number of needy students fail to avail of such educational opportunities.

The problem of publicity is followed by the cumbersome procedural difficulty. The scheduled castes face difficulties in securing forms, comprehending the language of the form, getting scheduled caste certificate, attestation from M.P./Gazetted Officer, and submitting application forms (Dubey, 1974). Gangrade (1974) also found, both at school and college stage that the formal procedure to obtain facilities consumes a lot of their time. George (1975) found that most of the parents belonging to scheduled caste face the difficulty at the time of taking stipend of their children. The parents reported that the system of distribution of stipend is complicated. This cumbersome procedure affect a large population of the scheduled caste and deprive them from the benefits.

Conditions of eligibility present another road block in the way of education of scheduled caste. Many students reported that failure in the examination was the main reason for the discontinuation of their studies. The failure in the examination means loss of scholarship and stipend. The student fail not because of their indifference

but because of cultural deprivation and biased examination. Without these educational benefits the scheduled caste students cannot afford to complete their studies on their own and they are virtual dropout (Chauhan, 1975).

Shah (1976) also report that means test being applied by the government for the post-matric scholars succeeds more or less in restricting the award of postmatric scholarship to the children of the scheduled caste who are generally employed in low level occupation. Thus, the conditions of eligibility are biased towards the advantages ones in this disadvantaged group, while the deserving are left out.

Due to these incentives for their education, most of the scheduled caste students and parents face difficulty to discriminatory behaviour, prejudices and fear complexes arising from their experience, with those who administer the schemes. Chandarsekharaih (1969) found the discriminatory treatment to scheduled caste children in private schools. Instances of ill-treatment are often reported in hostels for harijans run by the government or private management (Pankaj, 1977). Six students from Gujarat complained that they were insulted when they went to collect their scholarship as the clerical staff called them the 'Son-in-laws' of the government. Four of them informed that the teachers did not

hesitage to insult them before others and make it clear that they were considered as 'drag on the community' (Karlekar, 1975).

The beneficiaries from these programmes earn for discrimination behaviour, caste hatred, non-cooperation, humiliation and suppression from higher castes. (Goyal, 1974). Due to this discriminatory behaviour some students feel that the schemes for the facilitation of education of the scheduled caste provided by the government damage the self-respect of the community. Scheduled caste people become dependent on the programmes and their initiative is killed (Singh, 1974; Dubey, 1973; Lal, 1974). Ramaswamy (1974) and Chitnis (1974) also found that the provision of scholarship, reservation of seats in educational institutions and legislatures and special allocation of funds for the welfare of scheduled castes have served to reinforce the separate identity of these castes rather than integrate them with the rest of the society, had a very poor opinion. Such fear complex hamper the progress of the scheduled castes.

Effective administration and implementation of the programmes for the welfare of the scheduled castes is likely to lead to the progress of their education. But prevalent chronic delays, corrupt practices and misappropriation of funds present hurdles of insurmountable magnitude.

Most of the scheduled caste students and parents report the prevalence of the delay in the award of scholarships which create a lot of inconvenience to these people. Sometimes they get money after they leave the school/college. (Jha, 1973; Parvathamma, 1974; Dubey, 1974, Commissioner of scheduled caste and Tribe, 1969 ).

Administrative delays cause irregularities in the reimbursement of scholarships. Therefore, sometime scholarships are given in a lumpsum which is commonly spent for meeting the other domestic requirements rather than the purpose for which it is meant (Patwardhan, 1973), Commissioner of Scheduled Caste and Scheduled Tribe, (1968-69). The pattern of social welfare administration present a very discouraging and dismal picture today. The administrative agencies do not have adequate and competent staff. They are not satisfied with the administration of the programmes. The absence of healthy relationship between scheduled caste students and those who administer programmes present barriers to their utilisation (Shama, 1976), Lal, 1975; Pimpley, 1978; Goyal, 1974; Rajagopalan, 1974; Gangrade, 1974; Singh, 1974; Soni, 1975; George, 1975; Lakshmana, 1974; Valunjkar, 1975; Chitnis, 1977; Premi, 1970).

Malik (1979) criticised the working of the government machinery as such on the ground that the heads of the departments and leaders are from the non-scheduled castes.

Dubey (1973) and Aggarwal (1973) also found that most of the respondents complained that it was waste of money, time and effort even to apply for any privileges, if they did not have the political influence. The allocation of funds is faulty.

Besides, Aggarwal (1976) and Pankaj (1977) reported that the officials are found engaged in corrupt practices and misappropriation of funds. For example, government are providing funds for the construction of the hostels, but the funds are mis-appropriated and fictitious figures are fed. When any inspector or high official visits the hostels, Harijans boys are brought from outside for the purpose of showing the numbers, they are given a day's food and lodging with some money and sent away as soon as the inspectors back is turned. Lakshmana (1974) found that during 1973-74 bogus hostels had drawn Rs. 5.87 lakhs in one district alone. This was a clear proof of the prevalent corruption and lack of supervision found by the government authorities. Malik (1979) found that every thing is done on paper by the government and nothing is practised in reality. Azad (1976), Rajagopalan (1974), Singh (1974) and Desai (1974) found that general economic position of scheduled caste is so poor that inspite of scholarships they are unable to pursue higher education while (Soni, 1975; Chitnis, 1976; Rastogi, 1976 and Parvathamma, 1974)

found that except scholarship they have to depend on their parents. Premi (1974) found that at elementary school stage it could be possible without financial support but she found it difficult to continue higher education without financial support. Financial concessions are important motivating forces by the respondents.

The corrupt practices in administration and mis-appropriation of funds is accompanied by the inadequacy of educational facilities. Most of the students and parents belonging to scheduled caste report that the existing amount of schemes and scholarships are grossly inadequate. With this scholarship they find it difficult even to meet the cost of note-books (Goyal, 1974; Rajagopalan, 1974; Shama, 1976; Gangrade, 1974; Pimpley, 1974; Singhi, 1975; Desai, 1975 ; Parvathamma, 1974 ; Rath, 1974 ; Chitnis, 1977 ; Trivedi, 1977 ; Singh, 1975).

Most of these students offered Arts subject due to absence of facilities because science students have to incur more expenditure on laboratory dress, and on technical instruments (Sachchidanand, 1974). This finding is supported by the report (1971-72, 1972-73 ) of the Commissioner for Scheduled Castes and Scheduled Tribes. In West Bengal, it was found the exemption from payment of tuition fee is not granted to all the scheduled caste students, but only to 41 communities. This causes hardships

to many deserving students from the remaining castes.

The scheduled caste students also faces difficulties in getting accommodation in the hostels(Lal (1975), Rajagopalan (1975), Gangrade (1975), Soni (1975), Dubey (1974), Shah (1974), Lakshmana (1974), Valunjkar (1975), Vyas (1969), Trivedi (1977), Rastogi (1976), and Premi (1974) found that the existing number of hostels are not sufficient. Hostel accommodation and facilities provided for them are unsatisfactory and inadequate. Vyas (1969) and Rastogi (1976) further said that all the respondents residing in the hostels run by the central and state governments are not receiving the facilities of free lodging, educational, medical and recreational facilities. In addition, even the available facilities are not upto the mark. Dubey (1974) also report the unsatisfactory conditions of these hostels. They are not only badly managed, but even the prescribed accommodation requirements are not met. They were found to be overcrowded, unhygenic, and the food was inadequate both in the quality as well as quantity.

Most of the students face many difficulties in getting admission to various courses against reserved seats, Gangrade (1974). Dubey (1974) found that they did not get admission in Assam Medical College, though there

were reserved seats. Frequent refusal to admission in private schools for the scheduled caste children was commonly observed (Chandersekharai, (1969)).

By way of conclusion, the government has launched a number of educational schemes for the progress of education in the scheduled castes. But the schemes and their implementation present a number of problems for the beneficiaries. The problem of inadequate publicity, cumbersome administrative procedure, indifferent implementation machinery, corrupt practices, inadequate hostel facilities, difficulty in admission to educational institutions, delay in disbursement of amount are the some of significant ones. The section to follow presents the suggested ways to overcome these problems.

#### Tackling the Problems

The preceding section provided an overview of the problems faced by the scheduled caste in the utilisation of the educational schemes, conceptualised by the central and state governments for their educational progress. This section deals with the suggestions offered by the parents, students and teacher's to overcome these problems, through different means.

The first problem posed by the respondents refer to the inadequacy of publicity. In order to make publicity

effective, suitable media need to be used. Lakshmana (1975) wants the social workers to be pressed into service for the purpose in addition to the printed materials. Special programmes should be launched through mass-media (Rastogi, 1976). A survey should be conducted to identify rural areas and urban localities having a large scheduled caste population for assessing their needs for the educational facilities and take immediate step to provide them the inputs if they are willing to avail in case <sup>they</sup> are not making their use due to poverty. This will help in providing the publicity in a wider base and will help increase awareness of scheduled caste students about the schemes.

The problem of publicity is followed by the cumbersome procedure of submitting application for availing the schemes. To make the procedure functional, several steps have been suggested. The respondents wanted the application forms printed. These should be in regional languages. The documents may be accepted even afterwards, since sometime it is difficult to obtain these, particularly, when the date of submission is very close. Condition of availability should be suitably modified to enhance their utilisation by a wider population. This will help the scheduled caste students to avail the maximum benefits from these schemes (Rastogi, 1976).

As pointed out in the preceding section, discriminatory behaviours, prejudicial attitude and fear complex among the scheduled castes poses a serious problem in utilising educational schemes. In order to overcome this problem proper guidance is needed to protect the scheduled caste students from inferiority complex through counselling. The students needed to be educated about the existing facilities and their purpose (George, 1975). The scholarships awarded to the students should be sent to their parents directly. This will avoid the possible discrimination among the students in the school (Chauhan, 1975). The reservation of seats in educational institutions should be increased. Encouragement of free inter-caste, dining, marriage, children education upto 14 years, improvement in the economic status should be emphasised (Rastogi, 1976). Children of scheduled caste elites should not be given such facilities. Instead, these facilities should be extended only to those who are really needy (Sharma, 1974). Gupta (1976) also suggested the solution for overcoming this problem. He suggested that the theory of 'social work practice', should be such that the profession can lean upon it. One has to create an awareness in the minds of the clientele about the problems they face and at the same time, to make the clientele aware of the resources they own both as individual as well as in collectives situations to solve the problem.

This will help in reducing the prejudicial attitude of higher caste.

The problem of delay in the scholarships, corrupt practices in the administration, and misappropriation of funds are quite common these days. For overcoming these, the delay in the award of scholarships, Singh (1974), Jha (1973), Dubey (1974), and Commissioner for Scheduled Caste and Scheduled Tribe (1971-72, 1972-73) suggest that the scholarships should be awarded within a month of the submission of application. Further the scholarship should be paid to him before he is required to pay his fees or spend on maintenance and not after he has got into debt (Pisharody, 1972). A separate cell may be set up in the Directorate of Public Instruction for the disbursement of scholarship and for maintaining an upto date record (Jha, 1973; Singh, 1974). To avoid the misappropriation of the funds, the teachers suggested periodic checking from the records as well as from the students. Some think that the scholarships awarded to the students should be sent to their parents. This will check the misuse of the money by the students (Chauhan, 1975). A review should be made to see that schemes benefit more the backward amongst these communities or not (Khurana, 1980; Yadav, 1979).

Most of the scheduled caste parents and students complained against the administration and implementation

of the educational schemes. In some studies suggestions are made to remove the administrative difficulties. The problem of social welfare administration have got to be viewed with serious concern (Sharma, 1976; Chauhan, 1975). Corruption should be eliminated properly. Awareness of reservation facilities by the scheduled caste students is an essential factor for implementation of such programmes (Singh, 1974).

Programmes should be revised and properly implemented. The placement of persons for administering their schemes should be either from the scheduled caste themselves or if they are to be from the other communities it may be ensured that only those who have sympathetic attitude towards these castes are allocated work in this respect (Dubey, 1974). Unless government brings forward a law which fixes responsibility for administrative lapses and provide for punishment of those officers who fail to implement the constitution safeguards, these safeguards will continue to be floated with impunity (Randhan, 1978). From the experience so far in the planning and implementation of various schemes it has been gathered that welfare programmes should be conducted and implemented through voluntary organisations particularly because the worker will be from the strata of the society to which the problem and programme pertain (Sahai, 1978).

Other studies also suggested solution for this problem. Acharya (1971) found that the work should be entrusted only to such officers who have been exhibited a real sense of service to the cause of the backward community. Merely mechanical utilisation of funds allotted for the welfare of the scheduled caste will never solve this vast problem. It should be ensured by all means that the funds allotted are utilised on schemes, drawn up with thought and imagination, so as to achieve the desired effect within the shortest possible time.

There is lack of coordination amongst the various administrative agencies. For formal action and implementation of programmes, high level coordination committee should be set up at the headquarters and the district levels. Monitoring arrangements should be made with the coordinating function resting with education department. Monitoring of programmes may be highlighted in a chapter in the administrative reports of the education department for reviewing the educational progress of the scheduled castes annually. At the centre also there should be institution which may be assigned monitoring of the progress of education of these communities, by undertaking evaluation studies at the national level (Premi, 1979).

The problem of administration and implementation of scheme is followed by the inadequate amount of scholarships.

Khurana (1980) and Yadav (1979) suggest that the rate of scholarship and distribution of concessions will have to be revised and the amount of scholarship should be sufficient to meet the cost of their education.

Inadequate hostel accommodation is also quite conspicuous. Several suggestions have been put forth to overcome this problem. Singh (1974) and Commissioner for Scheduled Caste and Scheduled Tribe (1971-72, 1972-73) suggested that hostel facilities for both boys and girls need to be improved particularly for the latter. Dubey (1973) also recommended opening of 'Model government hostel', training of the wardens, matrons, taking over the subsidised hostel by the government, and auditing of the accounts in order to prevent misappropriation of funds. SCERT Tamil Nadu (1974-76) recommended that there is need to improve the percentage of residential scholarships, so that they may stay in special hostels with better facilities for study. Pimpley (1975) suggested that women hostel should be attached with every women's and co-educational college where sufficient seats should be reserved for the scheduled caste students. This will help in tackling the hostel problem of scheduled caste students.

The problem of admission in various educational institution against reservation seats is faced by the scheduled castes. In order to overcome this problem, Pimpley(1975)

suggests that sufficient seats should be reserved for scheduled caste students in various types of educational institutions, so that they can avail the benefits easily for their educational progress. Rastogi (1976) suggested that the sympathetic attitude toward these people can help in tackling problem.

The section has reviewed the suggestions offered to tackle the various problems faced by the scheduled caste in the utilisation of educational schemes for their progress. The above suggestions reflect aspirations and always there is a gap between aspiration and the provision of facilities. But this calls for rationalisation. The present study is an attempt in this direction.

---