

Analytical Study of The Performance and Capacity Building Amongst Scheduled Caste Students



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Abstract

Education is considered as an important mechanism for development in India especially for the marginalized sections like scheduled castes. These sections have traditionally been deprived for their basic rights including right to education. Scheduled castes have been educationally and politically suppressed, economically exploited, discriminated and socially segregated in the Indian society. After Independence Government of India launched several programmes and policies for welfare of the scheduled castes including educational development schemes like scholarships, special facilities for scheduled caste students, in education, reservation in services. In spite of that social scientists found that these castes even after availability benefits through positive discrimination policy could not fertilize their caliber, quality and academic achievement or performance comparatively general category students especially in formal education (Ramaiah 1998). Through this search the basic factor, which influence over all personality of the individual, groups and scheduled caste students also. Conditionally most of scheduled caste people living in rural areas, they have low level of occupation, maximum student belongs to first learners parents, they have economic problem, mental depression, language problem or medium of learning, lack of information, motivation, competitiveness, rural school infrastructure etc, are the basic factor which influences the whole performance of the scheduled caste students.

Keywords: Scheduled Casts, Suppressed, Exploited, discriminated, Positive discrimination, Performance.

Introduction

Governments of India adopted the policy of globalization liberalization and privatization for economic development. Government of India does the privatization of the technical and non-technical education industries, corporation etc. The scheduled caste students, reservation policy in employment opportunities has extremely influenced, because scheduled castes have low level of economic status, and lower academic status, and lower academic achievement due to impediments.

Concern with this policy it is found that various industrialists, other private sectors and their management mechanism belong to higher castes, Welfare and other downtrodden. The private owners only save the money. They expend minimum money and achieve maximum production or services. In these conditions owners of the farms want skilled workers, high qualitative persons, complete personality, specialist, and expert in their fields scheduled caste less number of people representing in this field because maximum students have not desirable quality due to discrimination, segregation and social cultural environmental hindrances. Now scheduled caste students feel that they have lost their money and time, and become frustrate from Govt. policies and their mechanism.

Analysis of policies which made for scheduled caste development including educational development and all educational reforms, show that scheduled caste students could not exploit the facilities and opportunities of employment due to implementation of policies and nature of Indian social system, hindrances of educational development and low level of performance. In spite of it they are getting some extent. But it is less than expectation in the Independent India.

Review of Literature

Quite number of studies have been reported in the area of caste levels and performance lohita kshan (1961) found that the educational

background of the students of backward group were significantly lower in intelligence Chopra (1967) Sabramanyam (1971) Praekh (1973) Parma hi (1981) Kuppanna (1981) found that the students from forward casts with their rich cultural background are able to perform better than any other groups in initial stage, Gangrade (1979) Dube (1974) Kumar (1983) Bhatt (1975) Deka (2016) found that the forward community students had significantly higher achievements than the backward community students.

Singh (1965) Aron (1969) Passi (1972) Mehata (1969) Bhatt (1975) Deka (2016) Dhande (2017) found that urban students were significantly superior to rural & students in the academic achievement. Gupta (1987) found that birth order and father profession influenced the reading ability of children. Chopra (1967) found the relationship between socio-economic status and academic achievements. Abraham (1974) found achievement level in English as associated with socio-economic status.

Kumari (1983) Chitra (1969) Bindu (1975) found socio-economic status highly correlated with conservation of substance of substance and number. Thakral (1977) Shah (1981) Sinha (1965) observed that scheduled caste students had low level of vocational aspiration as compared to non scheduled caste students.

Das (1989) observed- The academic performance of public school students were significantly better than government and municipal school.

Khan (1990) found that the public school students show more interest in science than government school students.

Jha (1977) have shown that social class is an important factor in educational achievement and social mobility Kaur (1986).

Bharti (1986) Das (1988) show that the high achievers have interest in academic and intellectual and high order need than the average and low average achievers. the socio-economic status of school and family did effect the achievement, interest, and need of students.

2018 A study conducted by Stanford university, AICIE and world Bank show that SC/ST engineering students learn faster rate in third year in comparison to first year students and other caste students.

Keeping in mind all above factors and problems of scheduled castes, it is important to study the performance and capacity building of the scheduled caste students. Altogether it is essential to know all barriers, hindrances in the educational development.

Scheduled caste students analytical study their caliber, performance, capacity building process has been found through this study.

This study is important to policy making in the field of education concern with scheduled castes and their requirements and to fill-up the research gap also.

Research Design

There are different type of research design i.e., descriptive, exploratory and explanatory. The present study is based on descriptive cum-exploratory research design.

In the present study: socio-economic, cultural, and community background were covered in the descriptive research and motivational factors: interest, habits attitude, guidance, expectations, inspiration, emotions, goal determinations, learning & competitiveness, were covered in the exploratory research design.

Selection of the research problem: Analytical study of the performance and capacity building amongst Scheduled Castes students with reference to professional course in Indore was selected as a research problem in the present study. In selection of the research problem- social, psychological, economic & cultural factors which play more important role for the accessibility of professional education for Scheduled Castes. For instance, factors such as social, economics, cultural, environment influence skill, knowledge, attitude, motivation, competitiveness, and over all personality as well as performance of the Scheduled Caste students.

Indore City is a large center of the professional education and there are available medical college, engineering college, Pharmacy College and Management College, which are run by government. For the research purpose these centers fulfill the research requirements within the limited time and money.

Formulation of Research Problem

The formulation of research problem has been kept in mind for the usefulness of the research problem those Scheduled Castes students studying in professional courses their analytical study of the performance, motivational factors and hindrances in education have been covered through this study. For the perspective of usefulness, this study has been discovering some important factors, which will create more opportunities of the capacity building of Scheduled Castes students. These factors would be useful for better performance and academic achievements of the Scheduled Caste students.

Objectives of The Study

This research problem was formulated to remove the social problem. The main purpose of this study was to examine the negative and positive factors for educational development of Scheduled Caste students. Through this study some suggestions were given for removing the problem and create more opportunities for better education. The following are the objectives of the study were:

1. To review the implementation of reservation policy in education for Scheduled Castes in professional courses.
2. To study the socio-economic status of scheduled caste students in professional courses.
3. To evaluate the performance of Scheduled Caste students in professional courses.
4. To study the hindrances and motivational factors in performance and achievement in educational development of Scheduled Castes.

Indore city of Madhya Pradesh was purposively selected for the present study because numbers of professional cause institutes are available.

Universe of the Study

Scheduled Caste students in various professional courses in Management College, Engineering College, Pharmacy College and Medical College in Indore have been selected as a Universe of the study.

Unit of the study

For the fulfillment of thrust of this research Scheduled Caste students were selected as unit of study.

Sampling Design

A sample of 269 respondents was taken from selected professional colleges. Out of that 110 were from medical college, 40 from Management College, 19 from Pharmacy college and 100 from engineering college in Indore City. All scheduled caste students of professional courses from the Medical College, Engineering College, Management College and Pharmacy College in Indore were selected for the fulfillment of research requirement.

Tools and Technique

For the present study the tools and technique which are used are: Structured interview schedules and personal observation. The structured interview scheduled for the present contained functions related to socio-economic backgrounds, performance and development in education.

Sources of Data Collection

Primary data were collected from the students of professional institutions of Management College, Medical College, Engineering and Pharmacy College at Indore City.

Findings and Conclusion

The discussion here is presented in four parts. The first part covers socio-economic background of scheduled caste students in professional courses. Second part covers the implementation of reservation policy in professional courses, which run by government. Third part present to evaluation and analysis of the performance of scheduled caste students. Fourth part covers hindrances and motivational factors in performance and achievements of scheduled caste students.

Socio- Economic Status of Scheduled Caste Students

The maximum (78.06%) Scheduled caste students were found in medical and engineering professional courses and less number of students were in pharmacy and management courses.

Among the various sub-castes of Scheduled castes, only three scheduled castes namely Satnami, Balai and Jatav had 60 percent of representation and other sub-castes had only 40 percent of representation in professional courses. Ramaiah also reveals that the Madiga and Mala sub-castes among scheduled castes were educationally forward comparatively other sub-castes in Andhra Pradesh.

Most of Scheduled caste students (55.76%) came from rural areas, and less than half (44.23%) Scheduled caste student came from urban areas and

semi-urban areas. Lal, also reveals in his study that the big proportion of scheduled castes come from rural areas.

Those scheduled caste students living campus hostel were found large in numbers (69.51%) and a few number of students (30.47%) were living with parents, and some students were living in hired rooms for study.

The maximum scheduled caste students (80.20%) had their mother tongue Hindi because they came from rural background, and most of Scheduled caste students could not use the facilities of English medium schools and colleges, because such type of facilities were not available in the villages.

27.88% of respondent's mothers were illiterate, 7.43% respondent's mothers did not go to school and only a few respondent's mother (4.83%) had higher education and rest mothers had intermediate and lower than intermediate level education. Singh also reveals the similar result that a big proportion of scheduled caste students came from first learner parents.

14.12% of the scheduled caste student's fathers were illiterate and 85.80% fathers were literate. Among the literate fathers (27%) of fathers had education upto graduate level and approximately half population of fathers of Scheduled caste students were education at levels lower than High School. Chitnis also reveals the supported findings that majority of scheduled castes students come from disadvantaged home, most of them having illiterate father in the rural occupation.

In the present study it was found that 69.51% of respondent's mothers were housewives and the remaining 23.04% respondent's mothers belonged to agricultural / cultivation.

40.14% respondent's fathers were cultivators and 39.13% were in government services, 20% in traditional occupation, private job, labourers etc. Conclusively, it can be said that more than half of Scheduled caste student's father belonged to agricultural and related to traditional works. Chitnis also reveals the similar findings in her study that majority of scheduled caste student's parents had rural occupation.

A large number (59.46%) of father of Scheduled caste students had less than Rs. 50000 annual income, and a few number of (8.43%) student's father had income Rs. 100000 and more.

Most of scheduled caste students were found in low-income group and less number of students belonged to higher lower income group. But female respondents were not found in this income group. Among the all scheduled castes students boys belonged to lower and higher both income groups but girls students belonged to higher income groups only, nobody girl was found in lower income group. Ramaiah also found out in his study that male students are coming higher and lower income group but female students coming from higher income group only.

Among the scheduled caste students, male students were found higher number (89.59%) comparatively females in the professional courses.

Ramaiah also reveals that boys are higher number comparatively girls.

Implementation of Reservation Policy in Professional College

The fact that around 51.59% scheduled caste students in various professional courses came without taking pre-entrance examination training And around 48.41% students came after getting pre-entrance examination training from private training institutes and from government centers.

So more than half 51.69% students did not get training due to socio-economic problem and approximately less than half 48.41% students got training in private institutes.

73.64% of scheduled caste students told that training courses was extremely useful for skill development and capacity building 14.72 % were moderately satisfied and 11.62% students told that it was useful to some extent. So maximum students felt training were more important for skill development. Among those of scheduled caste students who got training i.e. 68.21% of them were extremely satisfied from the training and remaining students were moderately satisfied. And nobody found unsatisfied from training.

All Scheduled caste students responded that they did avail the benefit of reservation at the time of admission in the respective professional from training.

A number of 262 Scheduled caste students were found avail the benefit of books, and 162 of them got received their post metric scholarships. Similarly, 187 of them utilized the benefit of hostel and 162 of them got the benefit of fee relaxation.

A big proportion (76.57%) of Scheduled Caste students told that the extra coaching classes were not available in the particular courses and some of them (2342%) told the extra coaching classes were started time to time but they could not running for a long time.

Most of the students were satisfied from the extra coaching classes, but 2.60% of respondents were found unsatisfied from the extra coaching classes due to lacunas and ineffective of teaching methods. Further the teachers were not interested to teach the Scheduled caste students since the teachers did not understand the importance of coaching classes, in spite of that they were doing formalities only, said totally unsatisfied students.

A maximum of 92.19% of Scheduled caste students responded that the benefit of reservation was not followed at the time of placement, but, only a 4.83% of students felt that the benefit of reservation is being implemented only in government jobs. While jobs opportunities are in private sectors.

A big proportion (98.27%) of scheduled caste students told the reservation policy was favorable for job opportunity, among them a large number of students told that it was useful only in government sector. Because, kinship, discriminations, corruption etc play a crucial and negative role in providing the employment in private sector. That is why Scheduled Caste students who have caliber could not make an entry in private sector.

Performance of Scheduled Caste Students: A large proportion of scheduled caste students (78.81%) belonged to Hindi medium education up to higher secondary, because they could not get English medium education due to economic problem, and some of them belonged to rural areas where English medium schools were not available.

All the Scheduled caste students who were studying in different professional courses had English medium for completion of course, while most of them did not have English Medium before higher secondary education.

A large number (78.81%) of Scheduled caste students had learning problem in education and a few numbers (21.18%) of them had no language problem in professional courses.

Most of (53.15%) Scheduled caste students obtained 30 to 60% marks in entrance examination in particular professional courses. A few number (9.28%) of them obtained less than 30% marks.

A maximum of 90.69% of Scheduled Caste students obtained 51 to 65% of marks in the respective academic year.

A large number of (34.20%) Scheduled caste students had failed in first year only, and it was also found that (65.06%) Scheduled caste students had failed in any academic year. Only (34.94%) students had passed in all academic year.

Hindrances and Motivational Factors in Performance and Achievement of Scheduled Caste Students

A big proportion of (90.34%) scheduled caste students got information about professional courses through their parents, relatives and teachers. And a few number of (9.66%) students got information through the means of communication.

The majority of (95.53%) Scheduled caste students had their goals to complete their respective courses and a few (4.46%) students who had not any goal of completing such courses.

Most of the Scheduled caste students (81.78%) wanted to achieve higher social status through those particular professional courses, and a few (10.78%) number of them wanted to earn higher income through obtaining professional degrees.

A large proportion (83.64%) of Scheduled caste students had aspiration through these courses, to get into the government services and a few number (3.71%) of students aspire to get into the private services and 12.63% of them wanted to be as entrepreneurs.

Most of (75.45) Scheduled caste students had high expectations that from these courses they wanted to become administrators or government officials and a few of them had expectations to go for private services, social services, politics, etc. after completion of their respective courses.

A majority (63.56%) of scheduled caste students were got motivated through their parents, relatives and ideal persons, and a few (8.55%) of them got motivated through their teachers in selecting their interested courses.

Approximately, more than half of (53.16%) Scheduled caste students got awards/rewards in

different fields viz. general knowledge, games, examination and writings, and less than half of (46.84%) students who did not get any award or reward in any field.

Most of (68.77%) scheduled caste students had competitiveness with upper caste students and scheduled caste students. A few number (8.92%) of Scheduled caste students had competitiveness even with topper students of their respective institutes.

Less than half number (44.23%) of Scheduled caste students did not know where they stand about the level of progress, and more than half number (55.77%) of students had knowledge had knowledge about their own progress. A few of them expected to perform better.

Most of (99.62%) Scheduled caste students tried to better remark (i.e. to improve remove their divisions) and most of Scheduled caste students who get better consequences through the effort for betterment. And one student told he could not get better consequences and the reasons behind it were lack of concentration, medium problem, discrimination and domestic problem.

A big proportion of scheduled caste students had their interest in field such as games, music, social services, to get higher education, painting and politics etc.

A big proportion of scheduled caste students had their habits of morning walk, watching TV, listening Radio, participation in groups for creative awareness among scheduled caste students and reading timely etc.

69.51% of scheduled caste students revealed that teachers, students and staff of General castes had average relation with scheduled caste students and scheduled caste teachers, students and staff had good relation with them. A few numbers of students told those general castes teachers, students and staff had bad relationship with scheduled caste students.

A large number (69.51%) of Scheduled Caste students revealed that the teachers, students and staff of General Castes neither intimate nor discriminated behaviour. On the other hand Scheduled caste teachers, students and staff had intimate behaviour. Among them a few numbers of students told that the upper castes' teachers, students and staff had discriminated behaviour in the classes, laboratory and in granting practical marks too.

69.51% of Scheduled Caste students told those teachers, students, staff of upper castes do help sometimes for Scheduled caste students. Among them a few numbers of students told, the teacher, students and staff of upper castes as well as Scheduled castes also not helping to each other's.

A less number (7.06%) of students faced campus interviews and among them most of the students got qualified the examinations. The large numbers (92.93%) of Scheduled caste students had not participated in campus interviews due to academic problems.

Most of (95.91%) Scheduled caste students had helpful nature with their friends, and among them, students were found that they had got helps through

their friends, in the form of motivation, discussion and on problems such as of economic too to each others.

A big number (84.38%) of Scheduled Caste students had no problem with their colleagues. Among them a few number (15.24%) of students had little problems from their colleagues.

A big proportion (65.79%) of Scheduled Caste students faced problem of reading material due to economic problem. few of them (34.20%) had no problem of reading material.

A big proportion of Scheduled Caste students faced problem of reading material, they told main cause of this problem was economic backwardness.

A big proportion (57.99%) of Scheduled Caste students had no time for yoga and exercise, among them less than half (42.0%) told they go for exercise everyday and most of Scheduled Caste students take food both time morning and evening.

More than half (54.64%) of Scheduled Caste students had suitable environment for study, but less than half (45.35%) respondents had no suitable environment for study.

Most of (75.45%) Scheduled Caste students who were studying 4-7 hours per day, a few number (16.98%) of students who were studying more than eight hours.

A major number (76.20%) of Scheduled Caste students got notes easily for preparation of examination from their friends, among them a few (23.79%) students were found who did not get notes easily for preparation of examinations.

A big proportion (47.96%) of respondents felt inferior comparing to upper-castes students in the field of political support, economic conditions, low educational background, low level of social stratum, mental status etc.

This study reveals that the major proportion of scheduled caste students prefer medical and engineering courses to pursue. Among the scheduled castes stanami, Balai and Jatave sub-castes have more participation comparing to other sub-castes . And a large proportion of scheduled caste students belong to rural areas, less number of students belong to urban and semi-urban areas, their mother tongue is Hindi. The scheduled caste student's parents are not in higher education, a lot, but they have lower level education and belong to lower level of occupations, low income in rural areas. But those parents of students have higher education, occupation, income were less number, respectively male student are strengthen higher as compared to female student and among them male student were coming from lower and higher income group. But female students were coming for higher income group only.

The Government has provided the facilities for educational development of scheduled castes viz training, reservation in admission, fee relaxation, book bank and extra coaching classes. But scheduled caste students had only reservation policy been adopted and other above mentioned facilities remain necessity need for educational development of scheduled castes. And these facilities have not been implemented property. In the third part of the study

covered the performance of scheduled castes students and reveals that the large proportion of scheduled castes students and reveals that the large proportion of scheduled caste students had Hindi Medium education before the higher secondary, and in the professional courses they have English medium for learning. In the present study educational medium was a big factor for the higher and lower performance, because, approximately 65% Scheduled caste students had become failed in the academic year, and they obtained 51% to 65% marks in the academic year.

Large proportion of scheduled caste students had low level of information sources, goal, expectation, aspiration, motivational factor, competitiveness, attitude, environmental adjustment and availability of reading material which were responsible for under performance and achievement, but, those had high motivational factors and availability of educational facilities had performed better.

The present study reveals that those students had better social, economic cultural, psychological and environmental facilities available, got better performance and those had not, could not get better performance as well as academic achievements.

Among the scheduled caste students, capacity building and competitiveness can be enhanced to reduce the social economic educational inequalities and develop the awareness about educational need, attitudes, interest habits, emotional, adjustments suitable study environment, confidence building through seminars trainings, workshops, awards and rewards, proper guidance inspired sources, high expectation, aspiration, goal, effective language, effective learning methods, dedication and consistency.

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