

**EFFECT OF GOVERNMENT SCHEMES ON EDUCATIONAL
STATUS OF TRIBAL STUDENTS: A REFLECTION ON POST
MATRIC SCHOLARSHIP SCHEME**

DISSERTATION

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Declaration

This is to certify that the material embodied in the present work entitled “**Effect of Government Schemes on Educational Status of Tribal Students: A Reflection on Post Matric Scholarship Scheme**”, is based on my original research work. It has not been submitted in part or full for any other diploma or degree of any University/ Institution deemed to be University and College/ Institution of National Importance. References from other works have been duly cited at the relevant places.

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ABBREVIATIONS

STs	Schedule Tribes
SCs	Scheduled Castes
EFA	Education for All
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Education Fund
NPE	National Policy of Education
MDG	Millenniums Development Goals
SDG	Sustainable Development Goals
HCL	High Level Committee
DGA	Digital Gender Atlas
AISHE	All India Survey on Higher Education
GER	Gross Enrolment Ratio
L & MICs	Low and Middle Income Countries
OBC	Other Backward Class
CBSE	Central Advisory Board of Education
PTGs	Primitive Tribal Groups
PMS	Post Matric Scholarship
RGNF	Rajiv Gandhi National Fellowship
UGC	University Grant Commission
JRF	Junior Research Fellow
SRF	Senior Research Fellow

CHAPTER 1

INTRODUCTION

India is a country of diversity with multi-lingual, multi-cultural and multi-religious people. The Indian population includes different castes, communities and social groups with different socio economic background and diverse geographical features. As among all the categories the Scheduled Caste, Schedule Tribes and women are the most deprived and marginalised section of the society (R & Honnurswamy, 2014). The tribal population of the country, as per 2011 census, is 10.43 crore, which constitutes 8.6 per cent of the total population of the country whereas 89.97% of them live in rural areas and 10.03% in urban areas. In India there are 427 tribal communities spread across the country where 75 are declared as primitive tribal group. In the state of Odisha Schedule Tribes population constitutes 22.84 percent of the total population with 62 different tribal communities with diverse cultural, socio-economic and geographical backgrounds (statistical profile of Schedule Tribes in India, 2013). In our Constitution Article 366 (25) place Schedule Tribes as those communities referred as Tribals or 'primitives', 'adivasis', vanajatis' who are scheduled in Article 342. For these tribals in our constitution articles 46, 275, 330, 332, 335, 338, 340, etc. provides special provisions to protect them from social injustice and exploitation (Ministry of Tribal affair, Government of India, 2014).

The Schedule Tribes (ST) population represents one of the most economically, socially, culturally and geographically disadvantaged and marginalized section of the society. Thus in educational, economic and social changes STs are lagging behind. Since the introduction of economic reforms in early nineties, there has been greater focus on development and planning towards enhancement of human

well-being and reduction in inequalities along with growth of per capita income especially targeting vulnerable social groups, viz. STs, SCs. To improve their socio-cultural and economic development education could be powerful tool. Education is conceived as strongest instrument for the development of the individuals as well as society and the progress of the nation depends on its capable citizen and their economic status. Education is the basic requirement for the economic development of tribes as well as it helps them to face the challenges of life.

In 1990, the education for all (EFA) ensure that every child belonging to different community, disadvantaged social groups and girls have access to complete free and compulsory primary education till the end of 2015. To achieve this goal various educational schemes and policies were made till 2005-2006, as 75 million children are not in school and as many as 90 million children were without access to education (UNESCO). According UNESCO and UNICEF (2007) education is a rights-based approach which includes three interrelated rights such as the right of access to education, the right to quality education and the right to respect within the learning environment.

For universalisation of education several schemes and guidelines have been drawn under National Policy of Education (1986) to ensure every child should be enrolled in school and learn basic education whereas NPE, 1992 give emphasis on facilities and provision of scholarships, merit scholarships and academic scholarships for the upbringing the educational status of socially deprived classes. Article 46 extends support to education in the form of free education, scholarships for higher education and provision of books to all children.

Despite the efforts of government and non-government agencies, certain percentage of children remain marginalised from educational benefits as they remain

out of the school system, dropout or not achieve the minimum levels of competencies. Children who live in rural area, poor economic status and have illiterate parents are less likely to attain school. Despite progress, the world failed to meet the MDG of universal primary education by 2015. At the end of the year 2013, 59 million of children were out of school at primary stage and 65 million adolescents from lower secondary schools where most of them were girls (Sustainable development goal report, 2016). Education is only way for removing the barriers of backwardness and marginalization of any society/community. Therefore, the education of Schedule Tribes has been a priority for the various stakeholders of education system. Many hurdles come in the way of educational empowerment of STs Students in which economic aspect is most prominent one. Due to poor socio-economic condition of people, cultural barriers, illiterate parents, poor education system and subjugation of some over other in society are the main causes of less educational development of a nation (Nayak, 2014). For deep understanding of challenges and barriers faced by Schedule Tribes students in accessing higher education and their educational status their socio-demographic position must be understood and analysed.

Socio-demographic status of Schedule Tribes in India

The tribal population of the country, as per 2011 census, is 10.43 crore, which constitutes 8.6 per cent of the total population whereas 89.97% of people live in rural areas and 10.03% in urban areas. As per the Census of India 2011, the number of individual groups notified as Schedule Tribes is 705 where 75 are declared as primitive tribal group. The total Schedule Tribes populations of India according to census reports are given in the following table 1.

Table 1

Statistical Profile of Schedule Tribes in India

Census year	Total population (in millions)	Schedule Tribes population (in millions)	Proportion of STs population
1961	439.2	30.1	6.9
1971	547.9	38.0	6.9
1981	665.3	51.6	7.8
1991	838.6	67.8	8.1
2001	1028.6	84.3	8.2
2011	1210.8	104.3	8.6

Source- www.tribal.nic.in, Registrar general of India, 2011

Table 1 shows the trend of Schedule Tribes population which describe the growth of Schedule Tribes population in India. In the year 2014, The High Level Committee (HLC) was constituted by the Prime Minister's Office to look into the socio-economic, educational and health status of the tribals of India. Despite these special provisions, tribes are among the poorest and most marginalized sections of Indian society.

Socio-demographic status of Schedule Tribes in Odisha

According to the tribal committee report, 2014 Orissa is the highest tribal dominated state with 62 tribal communities. The Schedule Tribes population constitutes 22.8 percent of the total population of the State and 9.7 percent of the total tribal population of the country. The Schedule Tribes (ST) population of the State of Odisha is 9,590,756 out of this total STs Population 8,994,976 are live in rural area and 595,789 in urban areas. On the basis of gender composition, there are 4,727,732 male (rural 4,428,522 and Urban 299,210) female Schedule Tribes numbered 4,863,024 (rural 4,566,445 and urban 296,579). This indicates that a majority of tribal people live in the rural areas with their illiteracy and backwardness and poor

economic conditions. The total Schedule Tribes population of Odisha according to census reports is given in the following table 2.

Table 2

Status of Schedule Tribes population in Odisha

Census year	Total population	Scheduled Tribal population	% of Scheduled Tribal population
1961	17,548,846	4223,757	24.07
1971	21,944,615	5071937	23.11
1981	26,370,271	5915067	22.43
1991	31,659,736	7032214	22.21
2001	36,804,660	8145081	22.13
2011	41,474,218	9590756	22.84

Source: Registrar general of India, census 2011

Table 2 shows the data the Schedule Tribes population during the 1981 to 2011 is constant and lives in rural area. Education is the only way for the development of this section of the society and helps them to meet the challenges of life.

Socio-demographic status of Schedule Tribes in Sambalpur

As per 2011 census, the total population of the district is 10, 41,099. Total male population of the District is 5, 26,877 whereas total female population is 5, 14,222. The percentage of population live as urban is 27.1. The district population is considered by 34.5 percent of Schedule Tribes and 17 percent of Scheduled Castes. The major tribes enumerated in the district are Kisan (27.8%), Munda etc. (17.5%) and Gond etc. (17.1%) among the total tribal population of the district. The district consists of 3 sub-divisions namely Sambalpur, Redhakhhol and Kochinda. The details

of total population and Schedule Tribes population of Sambalpur district is depicted in table 3.

Table 3

Status of Schedule Tribes population in Sambalpur

Block	Town Name	Total population	Male	Female	Total ST population	Male	Female
Kochinda	Kochinda	15576	7837	7739	4278	2120	2158
Rengali	Rengali	10867	5583	5289	3409	1693	1716
Dhankuda	Hirakud	30207	15698	14509	3986	2933	1953
Dhankuda	Bural	46698	23669	23029	4719	2383	2336
Rairakhol	Rairakhol	15379	7938	7441	2337	1204	1133
Sambalpur	Sambalpur	189366	97460	91906	18119	9205	8914

Source: District census hand book –Sambalpur, 2011

Literacy trends of Schedule Tribes in India

According to the Census 2011, the literacy rate for the STs in India increased from 47.1% in 2001 to 59% in 2011. Among ST males, literacy rate increased from 59.2% to 68.5% and among ST females, literacy rate increased from 34.8% to 49.4% during the same period. The literacy rate for the total population has increased from 64.8% in 2001 to 73% in 2011. Thus, there is a gap of about 14 percentage points in literacy rate of STs as compared to the all India literacy rate. The ST female literacy rate is lower by 15 percentage points as compared to the overall female literacy rate in 2011. The details are given below in table 4

Table 4

Literacy rate of Schedule Tribes and all social groups

Year	Schedule Tribes			All social groups		
	Male	Female	Total	Male	Female	Total
1961	13.83	3.16	8.53	40.40	15.35	28.30
1971	17.63	4.85	11.30	45.96	21.97	34.45
1981	24.52	8.04	16.35	56.38	29.76	43.57
1991	40.65	18.19	29.60	64.13	39.29	52.21
2001	59.17	34.76	47.10	75.26	53.67	64.84
2011	68.50	49.40	59.00	80.90	64.60	73.00

Source: Office of the Registrar General, India

From the table 4 it can be conclude that the literacy rate of Schedule Tribes increased but as compared to all social groups they are backward whereas female literacy is as compared to male as well as total female literacy. Therefore to fulfill these gaps both central government and state government introduced various types of financial incentives for educational development of tribal students.

Literacy trends of Schedule Tribes in Odisha

The literacy rate of Odisha as per 2011 Census is 72.9 per cent. The male rural literacy rate is 79.6 per cent whereas the female literacy rate in rural area is 60.7 per cent. The male literacy rate in urban area is 90.7 per cent and in case of females the literacy rate is 80.4 per cent (department of school and mass education, Odisha). The literacy rate of Schedule Tribes population in Odisha is 52.24 percent. The male literacy rate is 63.70 percent whereas the female literacy rate is comparatively low from male literacy that is 41.20 percent. This indicates that tribal of Odisha are in deep lag behind in educational status.

Table 5

Literacy rate of Schedule Tribes in Odisha

Census year	% of literacy rate of total population	% of literacy rate of tribal population
1961	21.66	7.36
1971	26.18	9.46
1981	34.23	13.96
1991	49.09	22.31
2001	63.08	37.37
2011	73.45	52.2

Source: Registrar General of India, Census 2011

Table 5 show the data that the literacy rate of Schedule Tribes is increased but as compared to the total population literacy rate they are still backward.

Literacy rate of Schedule Tribes in Sambalpur

The literacy rate of Sambalpur is 76.22 percent. The male literacy rate is 84.35 percent whereas the female literacy rate is 67.93 percent. The literacy rate of Schedule Tribes population in Sambalpur is 65.76 percent where male literacy is 76.00 percent and female literacy is 55.59 percent (ST & SC development welfare department, Odisha). From the data it can be said that the female literacy is low from the male literacy rate. In case of Scheduled Tribe categories the literacy rate is low from the literacy rate of all categories and there is found great different between male and female literacy rate of Scheduled Tribe categories.

Table 6

Literacy rate of Schedule Tribes in Sambalpur

District	Total population	No. of literate	percentage	Total ST population	No. of literate	Percentage
Sambalpur	Person	7,03,691	76.22	Person	205068	65.76
	Male	3,93,192	84.35	Male	1,18,097	76.00
	Female	3,10,499	67.93	Female	86,971	55.59

Source: District census hand book –Sambalpur

As the tribal committee report Sambalpur district constitutes 50% of the tribal population of the total population.

Educational status of Schedule Tribes in higher education

Education plays an important role for the development the nation. It is the most essential measures for the socio-economic betterment of the weaker section of the society specially Schedule Tribes people. Various stakeholders of education system have taken several measures to promote the interests of the weaker sections of the society and ensure equity. In order to promote girls education department of school education with the support of UNICEF has prepared a Digital Gender Atlas (DGA) for advancing girls’ education in India. Despite the several measures already undertaken for SCs and STs and the weaker sections of the society, the social and the gender gap exists among them and in case of Schedule Tribes they are marginally differ. The enrolment in higher education is 34.6million with 18.6 million boys and 16 million girls. The Schedule Tribes constitute 4.9% of the total enrolment where as

Scheduled Casts students constitute 13.9% and Other Backward Classes constitute 33.75% (AISHE report, 2015-16). The Gross Enrolment Ratio (GER) of Schedule Tribes in higher education is 14.2% as compared to the national GER of 24.5%. Whereas in the state of Odisha the in higher education the age group between 18-23 comprises 47.1 lakhs where male comprises 23.4 lakhs and female comprises 23.7 lakhs (Issue Paper on Access and Equity, pp. 2-3).

Table 7

Level wise Gross Enrolment Ratio (GER) 2014-15

Level	All categories			Schedule Tribes		
	Male	Female	Total	Male	Female	Total
Primary	98.9	101.4	100.1	110.6	108.2	109.4
Upper primary	87.7	95.3	91.2	93.0	95.2	94.1
Elementary	94.8	99.2	96.9	104.4	103.7	104.0
Secondary	78.1	78.9	78.5	71.6	72.6	72.2
Senior secondary	54.6	53.8	54.2	39.8	37.8	38.8
Higher education	25.3	23.2	24.3	15.2	12.3	13.7

Source-Educational statistic at a glance, ministry of human resource development, government of India www.mhrd.gov.in

Challenges for Schedule Tribes in higher education

Education is the most powerful instrument for economic development of the nation as well as it helps to ensure social and economic development among the weaker section of the society. As India constitutes large number of Schedule Tribes population so the development of the nation is possible with the development of

Schedule Tribes population. They are not only backward as compared to all general social group but also lagging behind among their own communities but also the Scheduled Caste population in literacy and education whereas the tribal women have the lowest literacy rates in the country (Maharatna, 2005). Keeping in view government of India sincerely launched many of the programs for the overall development of this marginalised section of the society. Various stakeholders of education system introduce many financial welfare schemes, reservation of seats in educational institution, residential facilities by establishing of Ashram schools in Tribal sub-plan areas, and centrally sponsored schemes of hostel for Schedule Tribes girls and boys etc. for the promotion and upliftment of education among this disadvantaged section of society. Despite these schemes and programs the goal of universalization of elementary education is not achieved till today. According to the sustainable development goal at the end of the year 2014, 263 million of children and youth were still out of school. Due to their illiteracy and unawareness about the programme and policies they are not able to participate in the process of development (Sahu, 2014).

Student's dropouts further groove the problem for higher education among Schedule Tribes students. According to National Centre for Educational Statistics, dropping out means leaving school with completing a high school education or enrolled certificate course. Schedule Tribes students faced many socio- economic factors such as monetary problems to fulfill the high cost of institutes, parents are not interested to educate their children instead they want their children to work and earn, early marriage that caused the dropout of students from higher education. Due to low economic condition and marginalisation the dropout rate was high among Muslim, Schedule Tribes and Scheduled Caste families (A Latif and AL Choudhary, 2015).

Further girls dropout is high among these sections of the society (Lal, 2005). Poor economic conditions of parents as the most common factor which affect students dropping out from school at primary education level. According to UNICEF, in India 80 Million out of 200 million enrolled students drop out before the completion of their elementary education. Many others study also found that not only students dropout from primary school but also at middle and higher secondary level 40 % children dropout their school before completing education (Bajoria & Braunschweiger, 2014).

As there are different types of tribal communities found in India and they differ in their own communities due to geographical reason and language of communication. The language of communication is the barriers for the development of education among Schedule Tribes students. Due to language they are not able to understand the medium of instruction, curriculum of subject matter. Due to language barrier they are not able to communicate with teacher for which they face problems regarding learning (Rani, 2000). According to the *Education for all global monitoring report* (UNESCO 2014), approximately 250 million children in L&MICs cannot read, write or do basic maths. This number includes more than 130 million children who have not acquired these basic skills, despite being enrolled in primary school.

Education is the powerful weapon for the removal of any backwardness but due to the illiteracy and poor economic condition of tribal parents they were not interested for education of their young one as they want to engaged their children in domestic work or earning sources. The attitude of parent as well as community member toward education was poor (Nayak, 2014). In the present study to measure the educational status of tribal students the researcher define three dimensions such as:

academic progress: Academic progress of any social group is determined by its literacy rate. The literacy rate of ST student is 52.24% in Odisha and 65.76% in Sambalpur which is comparatively low from all social groups. In the present study the researcher wants to see how Post Matric Scholarship Scheme help tribal student to achieve their educational success. In the present study academic progress also include two parts such as scholastic development and co-scholastic development of students.

socio-economic status: Socio-economic condition of any individual helps them to live respectfully in the society. So the purpose of the dimension is to measure the socio economic status of tribal student among their friend group after getting Post Matric Scholarship scheme.

motivation for higher education: According to the data (AISHE, 2015) only 4.9% tribal student reached for higher education where as the percentage of SCs student is 13.91%. This data show that the participation of STs Student in higher education is very low.

In order to enhance the educational status among the tribals, various programmes and policies like scholarships, text books, note books, stationary, clothing, hostel facilities and mid-day meals has provided for the development of these marginalized section of the society. Among various programmes and policies scholarship schemes are the most important financial incentives for the development of these sections of the society. There are various criteria on the basis of which of financial aids are award to the student for further development of his or her education. Following are the some educational welfare scheme executed by government of India;

Educational welfare schemes for Tribes

The status of any social group is determined by its levels of socio economic status, literacy, education and standard of living. In this case tribal is the most

socially, economically and educationally weaker section of the society. For their development govt. undertaken various social and educational welfare schemes under the ministry of tribal affair. Following are the some educational scheme for the welfare of tribal students.

- Special Central Assistance to Tribal sub plan area.
- Establishment of Ashram School in Tribal Sub-plan area
- Pre-matric Scholarship Scheme
- Centrally Sponsored Scheme of Hostel for ST boys and ST girls
- Post Matric Scholarship scheme for ST student
- National Overseas Scholarship for ST student
- Rajiv Gandhi National fellowship for ST student
- Top class Education for ST student
- Vocational Training Centers in Tribal Areas
- Scheme for Strengthening education ST girls in a low literacy district

Here in the present study the research taken only Post Matric Scholarship scheme to see its effect on educational status of Schedule Tribes Student. In order to see the effect of Post Matric Scholarship Scheme on educational status of tribal student first of all we should discuss about the scheme.

Post Matric Scholarship Scheme

The Ministry of tribal affair for the Welfare of Schedule Tribes the Post Matric Scholarship Scheme was introduced during the year 1944-45 by central govt. This is a centrally sponsored scheme to encourage the Schedule Tribes students for higher education with professional, technical as well as non-professional and non-technical courses at various levels including correspondence courses covering distance and continuing education. Due to the convenience of the batter

implementation this Scheme was revised from time to time. The last revision of the scheme has been made w.e.f. 01.04.2013. This scheme was avail to all the students whose parent's income does not exceed Rs. 2.50 lakh per annum. Under this scheme scholarship @ Rs. 300 is granted to the day scholars as well as Rs. 750 to the hosteller students for different classes of different faculty/courses of higher General education and professional/ technical education.

Objective of the Scheme

Post Matric Scholarship scheme is available to the students belonging to weaker section of the society with the objective of providing financial assistance for successful access to higher education.

Value of Scholarship

The scholarship amount of the scheme is provided to the students for the requirement of maintenance allowance, additional allowance for students with disabilities, reimbursement of compulsory non-refundable fees, study tour charges etc.

Need of the study

Schedule Tribes constitute 8.6% of total population, are the most backward section of the society in the field of education, economic and health due to their distinctive culture, lives in geographically isolation area with backwardness and shyness of contact with the community at large (Lokur Committee, 1965). There are so many factors which are responsible for low educational achievement of Tribal students like socio-economic factor, cultural factor, subjected place in society and many others. Many educational schemes and policies are executed by the constitution of India to empower the educational status Schedule Tribes. To overcome these barriers govt. has started many financial assistance programs for this disadvantage section of the society to complete their higher education. But till the educational

status of tribal student in higher education is very low as compared to other social groups such as STs constitute 4.9% whereas SCs constitute 13.9% and OBC 33.75% in higher education. Among many financial assistance program the Post Matric Scholarship Scheme is important one which is available to students at the very initial periods of their educational career. The need of the study is to know the effect of Post Matric Scholarship scheme on educational achievement of tribal students. The need of the study is to know whether Post Matric Scholarship scheme develop motivation for higher education, whether it help good social status among their friends groups.

Statement of the problem

The development of a nation is greatly depends on educational and economic status of citizen. Schedule Tribes are the much socially, educationally and economically disadvantage and marginalized section of the society. In order to avoid their marginalization and take them in the main stream of education various stakeholders of education system introduce financial incentives scheme for development of Schedule Tribes. Among various schemes Post Matric Scholarship scheme is prominent one which is provided very beginning of the educational career that is after matriculation to till the end of the higher education sill the participation of Schedule Tribes in higher education is very low. Thus the statement of the problem is **“Effect of Government Schemes on Educational Status of Tribal Students: A Reflection on Post Matric Scholarship Scheme”**

Operational definitions

Following are the operational definitions used in the present study

Post Matric Scholarship scheme

The Post Matric Scholarship scheme is a financial incentives scheme sponsored by Central government to provide financial assistance to the Schedule Tribes students

studying at post matriculation stage to enable them to complete their education. The amount of the scheme is RS.750 for hosteller and 300 for day scholar per month.

Educational status

Educational status means the level of education and skill obtained within a discipline or profession. In the present study educational status is confined to three significant dimensions viz. academic progress, peer adjustment and motivation for higher education

Objectives of the study

Following are the objectives of the present study

- To study awareness and utility of Post Matric Scholarship scheme among tribal students.
- To find out principle component of educational status affected by Post Matric Scholarship scheme among Schedule Tribes students in higher education.
- To study the difference in educational status between male and female students of Post Matric Scholarship scheme beneficiaries.
- To study the difference in educational status between urban and rural college students of Post Matric Scholarship scheme beneficiaries.
- To study the difference in educational status between government and government aided college students of Post Matric Scholarship scheme beneficiaries.
- To study the effect of Post Matric Scholarship scheme on educational status of students in higher education.

Hypotheses of the study

- There is no difference among components of educational status affected by Post Matric Scholarship scheme among Schedule Tribes students in higher education.
- There is no significant difference in educational status between male and female Schedule Tribes Post Matric Scholarship scheme beneficiaries in higher education
- There is no significant difference in educational status between rural and urban Schedule Tribes Post Matric Scholarship scheme beneficiaries in higher education
- There is no significant difference in educational status of government and government aided college students of Post Matric Scholarship scheme beneficiaries
- There is no significant impact of Post Matric Scholarship scheme on educational status of Schedule Tribes students in higher education

Research questions

Following are the research questions of the study

- To explore the awareness and utility level of Post Matric Scholarship scheme among Schedule Tribes students in higher education
- To explore the motivation and challenges among Post Matric Scholarship scheme beneficiaries Schedule Tribes students in higher education.

Justification of the study

India has one of the largest Schedule Tribes populations in the world which constitutes 8.6 percent of Tribal population of the country (Census of India, 2011).

“The state shall promote, with special care, the education and economic interests of

the weaker sections of the people, and in particular of the Scheduled caste and Schedule Tribes, and shall protect them from social injustice and all forms of social exploitation”(Article 46). Poor socio-economic status creates challenge and impedes way to higher education for these marginalized students. Therefore, the government of India launched some of the programs and schemes likes National overseas scholarship for ST students, Rajiv Gandhi national fellowship for ST students, top class education for ST students, Post Matric Scholarship scheme for ST students, establishment of Ashram schools in Tribal sub-plan areas, and centrally sponsored schemes of hostel for Schedule Tribes girls and boys etc. for the promotion of education among this disadvantaged section of society. Evaluative survey report of each state government focused that each year the number of applicants for Post Matric Scholarship scheme was increased but till today goal of providing higher education to ST students have not achieved at significant level. The pertinent question here arises is, what is the impact of these finial incentives on the access to quality higher education for Schedule Tribes students? Especially the impact of Post Matric Scholarship scheme must be assessed as it is available to students form 10 class to completion of higher education. In purview of these issues the present study is intended to evaluate the impact of Post Matric Scholarship scheme on educational status of Schedule Tribes students in higher education.

Delimitations of the study

The delimitations of the study describe the boundaries for the researcher in order to control the range of a study which helps the researcher to reduce the amount of time spent in certain areas that may not be necessary, and perhaps even unrelated, to the overall study. In this study the investigator wants to know the effect of Post Matric Scholarship scheme on educational status of tribal students. Keeping view the

mixed approach to present research study is delimited Schedule Tribes students who were receiving Post Matric Scholarship scheme at graduate level in government and government aided colleges of Sambalpur sub-district of Odhisa. To evaluate the impact of scheme on educational status must be assessed. Educational status is concept containing various dimensions like culture, society, socio-economic status, adjustment in peer group and society, access to quality higher education institutions, scholastic and co-scholastic achievement etc. However, three prominent dimensions of educational status are taken for present study viz. academic progress, peer adjustment and motivation for higher education.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Conceptual framework

India is a country with large diversity where we find people with multiple identities on the basis of their culture, language and religion with a population of more than 10.2crores. This 10.2crores population constitutes all social groups along with 8.6 percent of Schedule Tribes population (census of India, 2011). According to census 2011 in India there are 427 tribal communities are spread across the country where 75are declared as primitive tribal group. In the state of Odisha Schedule Tribes population constitutes 22.84 percent of the total population with 62 different tribal communities with diverse cultural, socio-economic and geographical backgrounds. The Schedule Tribes population represents one of the most economically, socially, culturally and geographically disadvantage and marginalized section of the society. Thus in educational, economic and social changes of STs are lagging behind. According to the Census, 2011 the literacy rate of STs of India is only 58.96 percentages as compared to all social groups that is 72.99 percentages. In Odisha the literacy rate of STs is only 52.2 percentages as compared to all social groups that is 73.45 percentages. This social group concern as marginalised section of the society due to their low social and economic status but realizing the above data it can be said that Schedule Tribes are one of the most deprived and marginalized groups with respect to education where the female literacy rate has been still lower compared to the national female literacy rate as well as male literacy rate of Schedule Tribes population. Education is the basic requirement for the economic development of tribes as well as it helps them to face the challenges of life. It is only way for removing the barriers of backwardness and marginalization of any society. Therefore,

the education of Schedule Tribes has been a priority for the various stakeholders of education system.

According to Shri APJ Abdul Kalam, there are three types of families in Indian villages first one is the advantageous group who knows the importance of education and educate their young one in any critical situation, second one is the uninformed and ignorant class who might realize the importance of education but due to their unawareness of different opportunities they are not able to educate their children and the last one is the weaker class who are not realise the value of education for which they are neglected and continue to live in poverty. Schedule Tribes are the third category who are deprived and neglected through the educational status (Barma, 2012). In order to remove their barriers and bring them in the main stream of the education system not only various stakeholders of education system but also the constitution of India also makes special provision for the social welfare of this group of society. Because of their geographical isolation, illiteracy, backwardness and distances from the mainstream of society they are vulnerable and faced the problems of social injustice, discriminations, neglected from other social groups, cheated by administrative members and economic exploitation. The Government of India has made special arrangements for security of the Schedule Tribes from abuse and for their advancement.

Constitutional safeguards for Schedule Tribes

The socio-historical and geographical isolation is the main hurdles in the development of Schedule Tribes people so Central and State Governments have adopted many affirmative action's and strategies for their protection, welfare and development. The Constitutional safeguards in the form of reservations in legislature,

Parliament, admissions in educational institutions, and jobs in government and Public enterprises.

The Central and State governments are adopting special strategies for the overall development of STs in the country with outlays specifying for their targeted development to minimise the socio-economic gaps between these disadvantaged groups and the rest of the population for an egalitarian society. For these purpose the constitutional provisions given to the Scheduled Castes and Schedule Tribess could be classified into five major categories such as; (i) Constitutional provisions for the implementation of the Directive Principles, (ii) Constitutional provisions for the welfare and political development of the Scheduled Castes and Schedule Tribess. (iii) Constitutional provisions for securing adequate representation in the state services. (iv) Constitutional provisions for protection against exploitation and discrimination. (v) Constitutional provisions for identify in Scheduled Castes and Schedule Tribess.

Constitutional provision for the implementation of the Directive Principles Article 45, which made provision for compulsory education for children reads as “The state shall Endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years”.

Constitutional safeguards which have been provided to facilitate smooth implementation of the Directive principal contained in Article 46 of the constitution reads as follows:

“The state should advance with unique care the educational and economic interests of the weaker sections of the society and in specifically of the Scheduled Castes and the Schedule Tribess, and shall protect them from social unfairness and all types of misuse”.

Constitutional provisions for the welfare and political development of Scheduled Castes and Schedule Tribes. In order to increase the educational attainment of the Scheduled Castes and Schedule Tribes, Article 25(2)(b) ensures "Providing for social welfare and reform or the throwing open of Hindu religious institutions of a public character to all classes and sections of Hindus".

There is reservation of seats for the Scheduled Castes and Schedule Tribes in the Lok Sabha (Parliament) and Vidhan Sabha (Legislative Assembly) of the various states. Originally, these reservations were made for a period of ten years, from the commencement of the constitution. This period has since been expanded therefore twice for a time of ten years, through an Amendment to Article 334 of the Constitution. There exist constitutional safeguards for ensuring the political development also of the Scheduled Castes and Schedule Tribes in Article 330 (1), 332 (1) and 334 (1).

Article 339 also empowers Union Government to offer bearings to State Government for drawing up or executing plans considered basic for the welfare of the Schedule Tribes. The Article peruses as "Control of the Union over the organization of Scheduled regions and the welfare of the Schedule Tribes".

The above provisions in the constitution have proved that they are very helpful in protecting the interest of the Scheduled Castes and Schedule Tribes. Being ignorant and backward, they were being exploited by unscrupulous persons including contractors, money lenders and even petty government officials. The government has taken adequate steps to save them from such exploitation.

The Government from time to time appointed various Committees and Commissions with a view of getting reports and suggestions for fulfilling the constitutional directives and uplifting the Scheduled Castes and Schedule Tribes. The

Indian Education Commission 1882 was the first to recognize “The need for the education of Harijans, Backward classes, Aborigines and Hill tribes”. The Commission made recommendations which could not be implemented immediately. Hence it suggested a modified policy. India has also accepted the principle of equality of educational opportunity as a major social goal.

After the detailed investigation of the varied conditions of the Scheduled Castes and Schedule Tribes the Commission (1955) says "Therefore neediness, ignorance, absence of educational facilities and absence of support to enter government organization and other lucrative employments have contributed in no little measure to the backwardness of these groups".

The Central Advisory Board of Education (CABE) in its various conferences dealt with the problems of the weaker sections and adopted numerous solutions. Om Mehta (1977) pointed out, the Standing Committee of the CABE agreed that “Every effort should be made at the elementary stage, to enroll all children of Scheduled Castes and Schedule Tribes”.

The Mandal Commission Report (1980) states "Education is the best impetus of progress and teaching the marginalised classes is simply the surest approach to enhance their picture and raise their economic wellbeing". The National policy on Education (1986) was unambiguous about the removal of variations and achievement of balance of educational facilities for Scheduled Castes and Schedule Tribes particularly for girls. The programme of action detailed a number of strategies aimed at accelerating their rate of enrolment and retention. A ‘caste’ as a whole is neither forward nor ‘backward’. All castes have both forward and backward families. Hence, identification of family for knowing its Socio-Economic Status is a pre-requisite for any sound policy regarding compensatory discrimination. The socially and

educationally in reverse gatherings and families require more special privileged at the beginning of their education (Rama Murthi Commission Report, 1990).

Schemes and programmes for education of Schedule Tribes

The government of India from the very initial period implemented various programme for removing the barriers of backwardness and marginalization of any society community. Therefore, the education of Schedule Tribes has been a priority for the Government of India. Following are the list of programmes and schemes for the promotion of education among this disadvantaged section of society.

Post-Matric Scholarship Scheme

This scholarship scheme is a fully sponsored by Central Government for the educational development of Schedule Tribes students. This scheme has been implemented since 1944-45 with the objective of providing financial assistance to the Schedule Tribes students who enrolled in post matriculation stage to complete their education. This scheme is open to those students whose family annual income is Rs 2.50 lakh or less. The plan covers vocational, specialized and additionally non-proficient and non-specialized courses at different levels including correspondence courses covering distance and continuing education. Due to the better benefits of students this scheme has been revised time to time and the last revision of the scheme has been made w.e.f. 01.04.2013. This scheme is available to Schedule Tribe students from the beginning of their educational careers. This scheme is available in four parts of educational stage such as for research scholar, for post graduate students, for post graduate students and students of post matriculation level respectively. In the present study the researcher include graduate students for research work. The detailed information about the scheme was given below.

Table 8

Details of Post Matric Scholarship scheme at different levels

Group	Courses	Rate of Maintenance Allowance (in Rupees per month)	
		Hostellers	Day Scholars
Group I	(i) Degree and Post Graduate level courses including M. Phil., Ph.D. and Post-Doctoral research in Medicine (Allopathic, Indian and other recognized systems of medicines), Engineering, Technology, Planning, Architecture, Design, Fashion Technology, Agriculture, Veterinary & Allied Sciences, Management, Business Finance/Administration, Computer Science/Applications. (ii) Commercial Pilot License (including helicopter pilot and multiengine rating) course. (iii) Post Graduate Diploma courses in various branches of management & medicine. (iv) C.A./I.C.W.A./C.S./I.C.F.A. etc. (v) M. Phil., Ph.D. and Post-Doctoral Programmes (D. Litt., D.Sc. etc.) :- a) In existing Group II courses b) In existing Group III courses (vi) L.L.M.	1200	550
Group II	i) Graduate/ Post Graduate courses leading to Degree, Diploma, Certificate in areas like Pharmacy (B.Pharm.), Nursing (B Nursing), LLB, BFS, other para-medical branches like rehabilitation, diagnostics etc., Mass Communication, Hotel Management & Catering, Travel/Tourism/Hospitality Management, Interior Decoration, Nutrition & Dietetics, Commercial Art, Financial Services (e.g. Banking, Insurance, Taxation etc.) for which entrance qualification is minimum Sr. Secondary (10+2). (ii) Post Graduate courses not covered under Group-I e.g. M.A./M.Sc./M.Com./ M. Ed./M. Pharma etc.	820	530
Group III	All other courses leading to a graduate degree not covered under Group I & II e.g. BA/B Sc./B Com etc.	750	300
Group IV	All post-matriculation level non-degree courses for which entrance qualification is High School (Class X), e.g. senior secondary certificate (class XI and XII); both general and vocational stream, ITI courses, 3 year diploma courses in Polytechnics, etc.	380	230

Source – ministry of tribal affair

Schemes for construction of hostels for ST Girls and Boys

This scheme which was operating earlier has in the tenth five year plan been merged into the scheme of Post –Matric scholarships. It is since been functioning only as sub-scheme of the PMS. The objective of this scheme is to upgrade the merit of Schedule Tribes including PGTs students in classes 11th and 12th by providing them with facilities for all around development through education in residential schools so that they can compete with other students for admission to higher education courses and senior administrative and technical positions. Under this scheme a revised package grant of Rs. 1900/-per student per year is provided from 2008-09 which includes honorarium to be paid to the Principal or Experts imparting coaching and also meet incidental charges.

National overseas scholarship scheme for higher studies abroad

This plan has been in operation since 1954-55. This was a Non Plan Scheme which turned into a Plan Scheme from 2007-2008. The target of this Scheme is to give money related help to choose ST students seeking after higher study (Masters, Doctoral and Post-Doctoral level) in certain predefined fields of Engineering, Technology and Science as it were. Four yearly "Section Grants" to ST and PTG competitors are accessible under this plan. The passage grants are open throughout the year to such candidates who are in the receipt of a merit scholarship for post-graduate studies, research or training abroad from a foreign university /Government or under any other scheme, where the cost of passage is not provided. The scheme provides grants for to and fro passages from India to back by economy class. Stipends are given to the chose applicants on 100 percent premise straightforwardly by the Ministry through the Indian Miss

Rajiv Gandhi National Fellowship (RGNF)

The scheme has been launched from the year 2005-2006. The objective of this scheme is to provide fellowships in the form of financial assistance to students belonging to the STs to pursue higher studies such as M. Phil. and Ph. D. This scheme covers all the Universities/Institutions recognized by the UGC under section 2(f) of the UGC Act. The fellowship amount is as same as the fellowship provided to Junior Research Fellow (JRF) and Senior Research Fellow (SRF) as per the UGC guideline.

Scheme of Top Class Education for ST students

Ministry of Tribal Affairs has introduced a new scholarship scheme of Top Class Education for the ST students from the year 2007-2008. The objective of the scheme is to encourage meritorious ST students for pursuing studies at degree or post degree level in any of the selected lists of institutions, in which the scholarship scheme would be operative. There are 125 institutions approved under the scheme in both the Government and private sectors covering the field of management, medicine, engineering, law and commercial courses. Each institute has been allotted five awards with ceiling of total 625 scholarships per year.

Coaching For Schedule Tribes Students

The Schedule Tribes competitors belonging from denied families and hindered condition think that it's hard to compete with those originating from a socially and monetarily profitable foundation. To advance a more level playing field, and give ST applicant a superior opportunity to prevail in competitive examinations, the Ministry of Tribal Affairs supports a plan for training for the disadvantaged ST competitors in quality instructing organizations to empower to effectively compete in examinations for occupations/admission to proficient courses. The scheme provide opportunities for free coaching to ST candidates for various competitive examinations viz. Civil

Services /State Civil Services/ Other Exams conducted by UPSE and other professional courses like Medical, Engineering, Business Administration/Banking/Staff Selection Commission /Railway Recruitment Boards/insurance companies etc. The financial norms of the scheme have been revised during 2007-2008. The scheme covers coaching fees, monthly stipend @Rs 1000/- per ST student per month and boarding/lodging charges for out station students @Rs 2000/- per student per month for the period of coaching.

Strengthening education among Schedule Tribes girls in low literacy districts

It is a gender scheme of the Ministry of tribal affairs. The plan intends to overcome any issues in education between the general female population and tribal women, through facilitating 100 % enrolment of tribal young girls in the recognized regions or blocks, all the more especially in the naxal influenced territories and in the zones occupied by the Primitive Tribal Groups (PTGs), and decreasing drop - out rates at the basic level by making required awareness for education. The plan covers 54 recognized locale in 12 States and 1 Union Territory where the ST population is at least 25%, and ST female literacy is underneath 35% or its portion according to evaluation 2001. The scheme is implemented by nongovernmental organizations and autonomous societies of the State Government/ Union Territory.

Tribal Research Institutes

Fourteen Tribal Research Institutes have been set up by Andhra Pradesh, Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, West Bengal, Uttar Pradesh, Manipur and Tripura. These research institutes are occupied with giving arranging contributions to the state government, conducting research and assessment studies, gathering of information, codification of standard law and direct of preparing, seminars and workshops.

Reviews

Kassu Mehari Beyene and Jemal Ayalew Yimam (2016) conducted a study on **“Multilevel analysis for identifying factors influencing academic achievement of students in higher education institution”**. The study consisted with the sample of 925 students and multistage simple random sampling design was used for sample selection. The data for the study were obtained with the help of questionnaire which covers various aspects of educational achievement of students’ socio-statistic foundations of students and their parents, monetary foundation of guardians, instructors' attributes and general college facilities. In order to identify determinants of both school and department variation in students’ academic achievements multilevel linear regression statistical technique was used by the researchers. This study found that parental education status was the most significant factor for academic achievement of students in Wollo University. On gender basis the finding of the study also indicate that female students performed lower than male students.

A Latif and AL Choudhary (2015) conducted a comparative study on **“Economic effects of student dropouts in Pakistan”**. The objective of the study was to explore causes of students’ dropout and its impact on economy. The researcher used extensive literature review of student dropout of different country and described the causes of students dropout such as, poor financial states of guardians, guardians' unwillingness towards education, separation and absence of essential offices, terrible nature of the training, insufficient school condition and building, over-burden classrooms, improper languages of teaching, carelessness of teachers and security problem of girls in school were found as significant reasons for students dropouts in various nations. This study also found significant effects of students dropouts on economy. The researcher has suggested some policy implications for policy makers

such as free education program, curriculum adjustment, teachers training workshops, provision of all facilities in schools should be give importance

Ambrose Nnaemeka Omeje and Solomon Ogbonna Abugu (2015) studied **“The Impact of Scholarships on Students’ Academic Performance: A Case of Tertiary Institutions in Enugu State, Nigeria”**. The result of the study indicates that students’ academic performances significantly increase with an increase in the award of scholarships. The results of the study also suggested that with scholarships academic performance of students in higher institutions in Enugu state would decreases by 13% but will rise by about 87% if the scholarships are given to indigent students’. The researchers were used survey method for data collection with a sample of 540 students from 12 higher secondary institutions in Enugu state. Both multi-stage and simple random sampling technique was used by the researchers for sample selection. The propensity score matching model was adopted for to calculate a propensity score for each student. The study suggested that the award of scholarship should be increased for the students who have from poor socio economic background.

Vi-Nhuan Le (2015)studied **“Should students be paid for achievement? A review of the impact of monetary incentives on test performance”**. The purpose of the study was by using meta-analysis method to see the impact of monetary incentives programme for academic achievement of students. The researcher used meta-analytic methods on 15 studies that yielded 18 independent treatment estimates, and found that the monetary incentives had to be impacted weakly positive for overall achievement of students. The study also revealed that there was no impact of monetary incentives on students’ intrinsic motivation for academic development, increasing attendance, or develops interest for self-study habits.

Lisa Barrow and Cecilia Elena Rous (2013) studied **“Financial Incentives and Educational Investment: The Impact of Performance-Based Scholarships on Student Time Use”**. The objective of the study was to see whether and how financial incentives change student behaviour. Survey and field experiment method were used for data collection. The finding of the study explored that scholarship scheme with financial incentives at post- graduate level helps students to increased performance, enrolment and engaged students to spend more time to educational activities and to increase the quality of effort toward their studies. It was also found that scholarship motivate students allocated less time to other activities such as work and leisure. On the other hand while the incentives did not generate to students it did not decrease students’ inherent interest or enjoyment in learning. Finally, the study suggested that financial scholarship schemes were motivated students increase investments in educational attainment.

Trude Gunnes, Lars J. Kirkeboen, Marte Ronning (2013) studied **“Financial incentives and study duration in higher education”**. This paper investigated students’ responses regarding financial incentives and their study adjustment in higher education. Students in Norway who completed certain graduate study programs between autumn 1990 and 1995 were the sample of the study. The result of the study found that the average delay in the treatment group decreased by 0.8 semesters during the reform period and by 1.5 semesters in the following two years whereas due to share of incentives on time increased graduate rate by 3.8 percentage points per year.

Reshma Patel and Lashawn Richburg-Hayes (2012) conducted a study on **“Designing scholarships to improve college success”**. The study investigates the functioning of performance- based scholarship for college success. This study also found that due to low income status of students and inadequate preparation for college

education students were not able to get admitted in higher education. This scholarship was provided on the basis present performance and found positive effect on students' credit accumulation, grades, and persistence in college. This study was conducted in the following state and found in Louisiana, Ohio, New York, and New Mexico, which show modest result but positive effects on important markers of academic progress.

Judith Scott-Clayton (2011) conducted a quasi-experimental study of financial incentives for college achievement and the topic was **“On Money and Motivation”**. The purpose of the study was to see the PROMISE program in West Virginia, which offers free tuition to students who keep up a minimum GPA and course load. The researcher used regression test to predict the impact of financial incentives of academic outcomes. Utilizing administrative information, I abuse discontinuities in the eligibility criteria and the timing of implementation of estimate causal impacts the researcher found strong and significant impacts on key academic achievement. It was also found that PROMISE increased the percent of high school graduates who enrolled in West Virginia in the first place. The findings of the study suggested that incentives programmes provide opportunities to minimise study loads and works as a tool for increasing educational attainment.

Dhiraj Sharma (2010) studied **“The Impact of Financial Incentives on Academic Achievement and Household Behaviour: Evidence from a Randomized Trial in Nepal”**. The objective of the study was to see the impact of piece rate financial incentives on students' testing outcomes. The sample of the study consisted of 33 public schools, where 11 schools were randomly assigned to the treatment group while rest 22 schools were constituted as the control group. Further grade 8 students in treatment schools were offered cash incentives based on their aggregate scores in two semester exams and the end-of-the-year district level exam

during the academic year 2009/10. Despite several experimental and institutional factors the finding of the study was financial incentives has a positive treatment effect. It was also found that incentives increase average aggregate scores of students by 0.09 standard deviations. There is no noticeable difference shown between male and female students. Finally, financial rewards do not have an intrinsic impact on students' motivation to learn.

Indian Reviews

Lalitha Bhagavatheeswaran, Sapna Nair, Hollie Stone (2016) conducted a study on **“The barriers and enablers to education among scheduled caste and Schedule Tribes adolescent girls in northern Karnataka, South India: A qualitative study”**. This qualitative study explored the barriers and enablers to scheduled caste/Schedule Tribes (SC/ST) adolescent girls entering into, and completing secondary education in northern Karnataka, South India. The researchers were conducted in-depth interviews with 22 adolescent girls and their respective parent/guardian (n = 22) to more explore the barriers faced by students. In-depth interviews were also scheduled with 11 teachers, recruited purposively from 11 villages within two districts in northern Karnataka. The researcher were identified multiple barriers to disadvantaged caste adolescent girls' entry into and retention in education in this setting, and these operated at the individual, family, community and school levels. The study suggested that there is the need of multiple stakeholders to overcome the barriers to education for SC/ST girls, and of working and develop various programmes to change beliefs and expectations around gender norms as well as improving the quality of education in this setting.

Biswajit Parida (2016) studied **educational status among the Santal of Mayurbhanj district** and found that due to poor economic condition and low income

the tribal parents were not able to send their children for education. The literacy rate of Santal was too much low and high dropout rate at primary and secondary levels. Further the study reveals that lack of proper text books and learning material, qualified and committed teacher, school building, language problems of tribal students create hindrance in the way of education. For educational development of Santal government took several steps but the success of education was not achieved. The study was based on both secondary and primary data. For secondary data various journals, research paper and web sites and for primary data anthropological tools and technique were used by the investigator. The data was collected through the help of observation, case study, and focus group interview prepared by researcher.

Saraswati Hansdah and Dr. Rasmi Ranjan Puhan (2016) studied **“Role of Residential School in Empowering Tribal Education in Particular Reference to the Women Section of the Society: A Critical Analysis”**. The objective of study was to study the role of residential school for empowering Tribal women. The sample consisted of 200, 12th class students where the investigators selected 100 girls from Kalinga institute of social science and 100 girls from Kasturaba Gandhi Balika Vidyalaya. Random sampling technique was used for this study. Data was collected with the help of questionnaire and percentage statistic was used for data analysis. The study revealed that in residential schools various facilities and provisions were available but the quality of education was not developed. The study also found that current schooling pattern was not helped tribal girls to develop their inner qualities for which they were still not properly empowered. The paper suggested that there is the need of develop curricular and devise instructional material in tribal language at the initial stage.

T. Brahmanandam and T. BosuBabu (2016) conducted a study on **educational status among the Schedule Tribes: issues and challenges** and gave focused on the challenges of low educational status among tribals, study the effectiveness of different educational programmes and suggested some suitable remedial measures in order to reduce the gaps among tribal development. The study explored that government has made many effort for the development of tribals both economically as well as educationally but despite these efforts the performance of the tribes in education was much lower than the Scheduled Castes. As the studies on tribal education suggests that most of the time the policy makers approach was only to develop national curriculum rather giving importance to their culturally linked education. The study was mostly based on secondary data from various research studies including census data, committee reports on tribal, annual reports of tribal welfare ministry, Report on Selected Educational Statistics, and also NSS reports, etc.

C. Sarangi (2015) conducted a study on “**Achievement Motivation of the High School Students: A Case Study among Different Communities of Goalpara District of Assam**”. The study focused on to examine the effect of achievement motivation on the academic achievement of the high school students on the basis of sex and locale belonging to tribal and non-tribal communities. The finding of the study viewed that no significant difference found between tribal- non tribal and boy – girl students of achievement motivation and academic achievement but there was difference between urban and rural students, urban students have shown high achievement motivation than the rural students. In case of relationship between achievement motivation and academic achievement it was observed that there was no significant relation between achievement motivation and academic achievement of tribal, boy and rural students but there was a significant relationship between the

achievement motivation and academic achievement of non-tribal, girl and urban students. The study was conducted with a sample of 200 students of class IX selected from 10 govt. high schools of Goalpara district of Assam with the help of Stratified Random Sampling Technique. The researcher was used descriptive survey method for this study. Gopal Rao's Achievement Motivation Scale (1974) was utilized, as a measuring instrument. The researcher utilized the factual procedures like Mean, SD, t-test and correlation analysis.

Abhisek Basu and Soumenda Chaterjee (2014) conducted a study on **“Status of educational performance of tribal students”**. The objectives of the study were to study the performance level of schools of tribal area and to study the causes behind the high drop out among tribal students. For this study the researchers were used questionnaire for primary data and for secondary data they use various journals and internet sources. The sample consisted of 30% tribal students from each 8 tribal schools of paschim medinipur district of West Bengal. This study found that most of the schools had poor infrastructural facilities. The student teacher ratio was very low and also had low class room pupil ratio. Many schools had no library and playground facilities. The distance of school was long from the home of students. Parents of tribal students were illiterate which was the main reason of drop out of tribal students. This study also found that there was less number of higher schools in comparison to the number of secondary and primary school which created problems for the education of tribal students.

Astik Rangneniwar (2014) conducted a study on **“Assessment of Government Post Matric Scholarship Scheme for Tribals and Evaluation of Success”**. The purpose of the study was to study the benefit of the scheme and study the problems to tribe in the scholarship scheme. This study was conducted on the

basis of secondary data. The data was collected from various search engines of internet, research papers and ITDP yearly report. This study found that the tribal student get financial scholarship benefit which helps them to achieved higher education. This study also found that students faced various problems during filling of form for scholarship. (tribal31)

Azad Ahmad Andrabi (2013) investigated a study on “**Development of Education of Schedule Tribes in Jammu and Kashmir**”. The purpose of the study was to see the status of Education among Schedule Tribes of Jammu and Kashmir and compared it with tribal at national level. For this study the researcher was taken data from the census of India and National Human Development Report of India. The researcher described the findings of the study as poverty and lack of basic infrastructural facilities seem to be major obstacles in attainment of education. The educational programmes and developmental schemes implemented by government have not helped to improve the condition of tribal’s.

Lata Digambar Dhende (2013) studied “**Post Matric Scholarship Scheme for Scheduled castes: Achievements and Barriers**”. The purpose of the study was to study the educational status of Scheduled Caste students and budgetary allocation of Post Matric Scholarship for educational development of students. The low enrolment in higher education, higher stagnation and wastage are the problems of SC higher education in India. The finding of the study discussed that Post Matric Scheme has positive discrimination policy which helps empowering of SC students in India. This had resulted that gradual increase in the numbers of beneficiaries i.e. the students taking higher education. As well as expenditure on the scheme shows increase. There are various barriers in the implementation of the scheme. Still scheme find very useful

for the students from rural backgrounds and for those who are not able to enroll and pursue the education without the scheme.

Neera Gautama (2013) conducted a study on **“Education of Schedule Tribes in India: schemes and programmes”** and found that government has been launched various scholarship schemes and programme for improving education of tribal students. This study also focused on tribal masses were unawareness about these schemes and their different living style and uninterested nature of administrative personnel for implementation of these schemes and programmes create obstacles in the way of educational development of tribal people.

Suhail Ahmed Khan and Khan Farhat Ayyub (2013) conducted a study on **“Relationship of academic stress and socio-economic status among ix standard students of Raipur city”** and found that there was positive however low connection between Academic Stress and SES of English and Hindi medium students. The difference in the level of Academic Stress of English and Hindi medium students was found to be insignificant whereas the difference in level of Academic Stress of Boys and Girls of both English and Hindi medium schools are found to be significant. For this study the sample consisted of 600 IX standard students of both English and Hindi medium school of Raipur city. Academic Stress was measured by Stress Inventory for School Students developed by Seema Rani and Basant Bahadur Singh and Socio – Economic Status was measured by utilizing Socio – Economic Status Scale developed by Sunil Kumar Upadhyay and Alka Saxena. Survey method was used for data collection.

Dr. J. Regi Manimagala (2012) studied **“Impact of Public Interventions on Child School Enrolment Rates in India”**. The objective of the study was to analyse the impact of public programmes on school net enrolment rates of children aged 5 to

14 years in India. The researcher described public programmes like free textbooks and uniforms as the variables of the study. On the basis of econometric analysis the key findings of the study were the public programme such as, textbooks and uniforms freely distributed to students have positive and significant influence on the enrolment rates of children. Further the finding of the study was the participation of youngsters in schools was altogether expanded with increment in the dispersion of reading material, uniforms and participation grants to upper elementary school girls child. The empirical result of the study also suggested that monetary variable was a substantially more essential determinant for those areas where the percentage of rural and Muslim population is high and child enrolment is significantly reduced.

Mihaila Teodor (2012) conducted a study on **“The Influence of Socio-economic Status on School Performance”**. The objective of the study was to see the relation of socio-economic status and academic performance of students. The sample of the study consisted of 100 young students between the age group of 18 to 24 years old. In this study the researcher used self-made questionnaires of socio-economic status where to measure socio-economic status the researcher include various financial factors such as economic status of family, parents’ educational status, life style of families. For academic performance the researcher used average grades of the students. Mean, t-test and correlation statistical techniques were used in this study. The results of the study viewed that socio-economic status significantly influenced the school performance of students. The result indicate that parental residence (rural-urban), hours spent by students for learning, leisure activities and the presence of siblings in the family were affecting the performance of students.

Dr. V. Rajam and Ms. Malarvizhi. V (2011) studied **“Educational status of Tribal children in the Nilgris district”**. The objectives of the study were to see the

parental attitude towards education of the children, to study needs of financial aid for access to education and problems faced by Schedule Tribes students for taking education. The total sample of the study consisted of 600 Schedule Tribes students from two blocks namely Udagamandalam and Kothagiri of Nilgris district. The researcher was used purposive random sampling technique for sample selection. Well-structured and pre-tested interview schedule was used for data collection. The findings of the study indicate that till now tribal people are not aware about their opportunities given to them for which they are not able to fully utilise these opportunities for their development. The finding of the study also indicates that parents are not interested for education of their children and their own caste community members also opposed for their education which create problems and are uninterested among tribal students for education. The researchers suggested that a massive community programme should be organised time to time to change the attitude of parents and community members towards the education of children.

V. Subramanyam (2003) conducted a study on **“Role of Government for the Enhancement of Education Status among Tribals in the Integrated Tribal Development Agency Area of Paderu, Andhra Pradesh”**. This study was given focus on different dimensions of educational status such as socio-economic and cultural background of the tribals, maintenance of educational institution, availability of study material, enrolment of students, attitudes of parents and students, reasons of drop out of STs Students etc. of Tribal communities of an Integrated Tribal Development Agency (ITDA) area of Paderu. For this study a sample of 96 villages and 199 parents were selected for data collection. This study was based on both qualitative and quantitative research. For this study both secondary and primary data were collected. For primary data conventional Anthropological methods like

observation scheduled, interview and case study were used to collect the empirical data. The study reveals that there were poor literacy rate among the tribal students. The dropout rate and low enrolled of tribal students was high due to poverty of parents and low income status. The study also found that government provide financial helps and provisions for development of tribal education but this programme not increased educational development among tribal. The study also found that the progress of education among tribal was very slow.

Research gap

Name/Year	Objective /Purpose	Results/Findings
Kassu Mehari Beyene and Jemal Ayalew Yimam (2016)	The purpose of the study was to identify the factor which effect academic achievement of students in higher education.	The main finding of the study viewed that socio- economic status of parents and parental education were the most important factors of academic achievement of students.
A Latif and AL Choudhary (2015)	The purpose of the study was to explore causes of students' dropout and its impact on economy.	The main finding of the study were poor economic conditions of parents, parents' unwillingness towards education, distance and lack of basic facilities, bad quality of the education, inadequate school environment and building, overloaded class rooms, improper languages of teaching, carelessness of teachers and security problem of girls in school found as main causes of dropout of student from schools.
Ambrose Nnaemeka Omeje and Solomon Ogbonna Abugu (2015)	The purpose of the study was see the impact of scholarship on students academic performance	The main finding of the study was students' academic performances significantly increase with an increase in the award of scholarships

<p>Vi-Nhuan Le (2015)</p>	<p>The purpose of the study was to see the impact of monetary incentives programme for academic achievement of students.</p>	<p>The main finding of the study indicate that the monetary incentives had positively weak impact on academic performance of students’ as well as less intrinsic motivation for academic development, increasing attendance, or develops interest for self-study habits.</p>
<p>Lisa Barrow and Cecilia Elena Rous(2013)</p>	<p>The study focused on was whether and how financial incentives change student behavior</p>	<p>The investigators found that financial incentives at helps students to increased performance, enrolment and engaged students to spend more time to educational activities and to increase the quality of effort toward their studies.</p>
<p>Trude Gunnes, Lars J. Kirkeboen, Marte Ronning (2013)</p>	<p>The objective of the study was to investigate students’ responses regarding financial incentives and their study adjustment in higher education.</p>	<p>The main finding of the study was financial incentives increased students academic achievement and but if delay in providing financial incentives it decreased students achievement and adjustment in higher education.</p>
<p>Reshma Patel and Lashawn Richburg- Hayes (2012)</p>	<p>The purpose of the study was to study performance-based scholarship for college success.</p>	<p>This scholarship was provided on the basis present performance and found positive effect on students’ credit accumulation, grades, and persistence in college.</p>

<p>Judith Scott-Clayton (2011)</p>	<p>The objective of the study was to see the PROMISE program in West Virginia, which offers free tuition to students who keep up a minimum GPA and course load.</p>	<p>The main finding of the study was the PROMISE scholarship increased the percent of high school graduates who enrolled in West Virginia in the first place. The findings of the study suggested that incentives programmes provide opportunities to minimise study loads and works as a tool for increasing educational attainment.</p>
<p>Dhiraj Sharma (2010)</p>	<p>The objective of the study was to see the impact of piece rate financial incentives on students' testing outcomes.</p>	<p>The investigator discussed that that incentives increase average aggregate scores of students by 0.09 standard deviations. There is no noticeable difference shown between male and female students. Finally, financial rewards do not have an intrinsic impact on students' motivation to learn.</p>
<p>Lalitha Bhagavatheeswaran, Sapna Nair, Hollie Stone (2016)</p>	<p>The purpose of the study was to explore the barriers and enablers to scheduled caste/Schedule Tribes (SC/ST) adolescent girls of secondary education in northern Karnataka, South India</p>	<p>The researchers were identified multiple barriers to disadvantaged caste adolescent girls' in education. The study suggested that there is the need of multiple stakeholders to overcome the barriers to education for SC/ST girls, and of working and develop various programmes to change beliefs and expectations around gender norms as well as improving the quality of education in this setting.</p>

<p>Parida (2016)</p>	<p>The purpose of the study was to study the educational status of Santal tribe of Mayurbhanj district</p>	<p>The main finding of the study was due to poor economic condition and low income the tribal parents were not able to send their children for education. Further the study reveals that lack of proper text books and learning material, qualified and committed teacher, school building, language problems of tribal students create hindrance in the way of education.</p>
<p>Saraswati Hansdah and Dr. Rasmi Ranjan Puhan (2016)</p>	<p>The objective of study was to study the role of residential school for empowering Tribal women.</p>	<p>The study revealed that in residential schools various facilities and provisions were available but the quality of education was not developed. The study also found that current schooling pattern was not helped tribal girls to develop their inner qualities for which they were still not properly empowered.</p>
<p>T. Brahmanandam and T. BosuBabu (2016)</p>	<p>The purpose of the study was to study the effectiveness of different educational programmes and suggested some suitable remedial measures in order to reduce the gaps among tribal development.</p>	<p>The main finding of the study explored that government has made many effort for the development of tribals both economically as well as educationally but despite these efforts the performance of the tribes in education was much lower than the Scheduled Castes.</p>
<p>C.Sarangi (2015)</p>	<p>The purpose of the study was to examine the effect of achievement motivation on the academic achievement of the high school students</p>	<p>The main finding of the study viewed that no significant difference found between tribal- non tribal and boy – girl students of achievement motivation and academic</p>

	on the basis of sex and locale belonging to tribal and non-tribal communities.	achievement but there was difference between urban and rural students, urban students have shown high achievement motivation than the rural students. In case of relationship between achievement motivation and academic achievement it was observed that there was no significant relation between achievement motivation and academic achievement of tribal, boy and rural students but there was a significant relationship between the achievement motivation and academic achievement of non-tribal, girl and urban students.
Abhisek Basu and Soumenda Chaterjee (2014)	The objectives of the study were to study the performance level of schools of tribal area and to study the causes behind the high drop out among tribal students.	This study found that most of the schools had poor infrastructural facilities. The student teacher ratio was very low and also had low class room pupil ratio. Many schools had no library and playground facilities. The distance of school was long from the home of students. Parents of tribal students were illiterate, which was the main reason of drop out of tribal students.
Astik Rangneniwar (2014)	The purpose of the study was to study the benefit of the scheme and study the problems to tribe in the scholarship scheme.	This study found that the tribal student get financial scholarship benefit which helps them to achieved higher education. This study also found that students faced various problems during filling of form for

		scholarship.
Azad Ahmad Andrabi (2013)	The purpose of the study was to see the status of Education among Schedule Tribes of Jammu and Kashmir and compared it with tribal at national level	The main finding of the study was as poverty and lack of basic infrastructural facilities seem to be major obstacles in attainment of education. The educational programmes and developmental schemes implemented by government have not helped to improve the condition of tribal's.
Lata Digambar Dhende (2013)	The objective of the study was to study the educational status of Scheduled Caste students and budgetary allocation of Post Matric Scholarship for educational development of students.	The finding of the study discussed that Post Matric Scheme has positive discrimination policy which helps empowering of SC students in India. This scheme was very useful for the students from rural backgrounds and for those who are not able to enroll and pursue the education without the scheme.
Neera Gautama (2013)	The purpose of the study was to investigate different government schemes and programmes for the development of Tribal students.	The main finding of the study was uninterested nature of administrative personnel for implementation of these schemes and programmes create obstacles in the way of educational development of tribal people.
Suhail Ahmed Khan and Khan Farhat Ayyub (2013)	The purpose of the study was find out the relationship between academic stress and socio-economic status among ix standard students	The main finding of the study was there is positive but low relationship between Academic Stress and SES of English and Hindi medium students.

<p>Dr. J. Regi Manimagala (2012)</p>	<p>The objective of the study was to analyse the impact of public programmes on school net enrolment rates of children</p>	<p>The main finding of the study was the public programme such as, textbooks and uniforms freely distributed to students have positive and significant influence on the enrolment rates of children. Due to the increased of scholarship the attendance of students also increased.</p>
<p>Mihaila Teodor (2012)</p>	<p>The objective of the study was to see the relation of socio-economic status and academic performance of students.</p>	<p>The main finding of the study viewed that socio-economic status significantly influenced the school performance of students. The result indicate that parental residential status (rural-urban), hours spent by students for learning, leisure activities and the presence of siblings in the family were affecting the performance of students.</p>
<p>Dr. V. Rajam and Ms. Malarvizhi. V (2011)</p>	<p>The objectives of the study were to see the parental attitude towards education of the children, to study needs of financial aid for access to education and problems faced by Schedule Tribes students for taking education.</p>	<p>The researcher discussed that due to unawareness tribal people are not able to fully utilise the facilities provided by government. The finding of the study also indicate that parents are not interested for education of their children and their own caste community members also opposed for their education which create problems and uninterested among tribal students for education.</p>
<p>V. Subramanyam (2003)</p>	<p>The purpose of the study was to study different dimensions of educational</p>	<p>The main finding of the study reveals that there were poor literacy rate among the tribal students. The</p>

	status of STs students.	dropout rate and low enrolled of tribal students was high due to poverty of parents and low income status. The study also found that government provide financial helps and provisions for development of tribal education but this programme not increased educational development among tribal.
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Conclusion

The investigator studied many reviews and found various barriers which affect educational achievement of students. From the reviews it was found that poor socio-economic conditions of parents, illiteracy of parents, unwillingness of parents for higher education, language problems of students are the important problems for higher education. It was also discussed that government implemented many scheme for educational development of students and financial incentives schemes are very much helpful for increasing educational achievement of students., but in India few secondary study were conducted to evaluate the effect of these scheme on educational status of students. Therefore, the researcher wanted to conduct a research work on Post Matric Scheme to know its effect on educational status of students.

CHAPTER 3

RESEARCH METHODOLOGY

Research methodology is the most significant aspect in designing and executing the research in systematic and scientific manner. If the procedure is stated clearly and systematically, there will be no difficulty in achieving the aims and objectives. In the planning of a study, the investigator attempts to select the design which is most appropriate to the particular problem. In the same way, the clear and systematic procedure avoids all the difficulties in the way of research and helps the investigator to achieve the aims and objectives in the study because planning includes the possibilities of better performance on all jobs.

In the present study the prime objective of the researcher was to see the effect of Post Matric Scholarship scheme on educational status of tribal students. This chapter deals with the methodological details adopted in this study under following headings:

- Hypotheses
- Research questions
- Sample technique
- Tools of the study
- Administration of scoring
- Statistical techniques

Hypotheses

To see the effect of Post Matric Scholarship on educational status of tribal students following hypotheses were framed by the researcher.

- There is no difference among components of educational status affected by Post Matric Scholarship among Schedule Tribes students in higher education.

- There is no significant difference in educational status between male and female Schedule Tribes Post Matric Scholarship beneficiaries in higher education
- There is no significant difference in educational status between rural and urban Schedule Tribes Post Matric Scholarship beneficiaries in higher education
- There is no significant difference in educational status of government and government aided college students of Post Matric Scholarship beneficiaries
- There is no significant impact of Post Matric Scholarship scheme on educational status of Schedule Tribes students in higher education

Research questions

For qualitative research following research questions were frame by researcher.

- To explore the awareness and utility level of Post Matric Scholarship scheme among Schedule Tribes students in higher education
- To explore the motivation and challenges among Post Matric Scholarship scheme beneficiaries Schedule Tribes students in higher education.

Methodology

In research work this part is the most crucial deciding the direction and motive of research. This part describes methods used in study for data analysis and interpretation. This stage also includes sampling technique, tool used for data collection, description of items, procedure of data collection, administration of scoring and statistical technique used on the basis of nature and objective of the study.

Method used

There are various methods to conduct a research work like scientific method, experimental method, descriptive method, survey method etc. On the other hand interview, observation scheduled and focus group interview are the most commonly used tools for qualitative research. Selection of an appropriate method strictly depends upon the nature and objectives of the problem.

In the present study the investigator used mixed method approach for the research work. Further descriptive survey method was used for quantitative research and focus group interview observation was used for qualitative research by the investigator.

Population of the study

A population is a large group of individuals having common characteristics selected for research work. The target population of the present study consisted of all the Schedule Tribes students who received Post Matric Scholarship and studying at degree colleges of Sambalpur sub-district.

Sample of the study

A sample is the true representative unit of the whole population. The present study is conducted at degree colleges of Sambalpur sub-district.

Sample for quantitative research

In the present study the researcher chosen 6 degree colleges out of 8 degree colleges of Sambalpur sub-district. Further, out of 6 colleges 3 colleges were from rural area and 3 colleges were from urban area. The sample was further stratified in two groups as Government Colleges and (2) Government Aided Colleges (4). Random sampling was adopted for data collection for quantitative research. Sample of 120 Schedule Tribes students who were beneficiary of Post Matric Scholarship

from 6 degree colleges of Sambalpur sub-district were selected through lottery method. Out of 120 students 60 male students and 60 female students were chosen by for quantitative research. For the data collection following colleges were selected:

Table 9

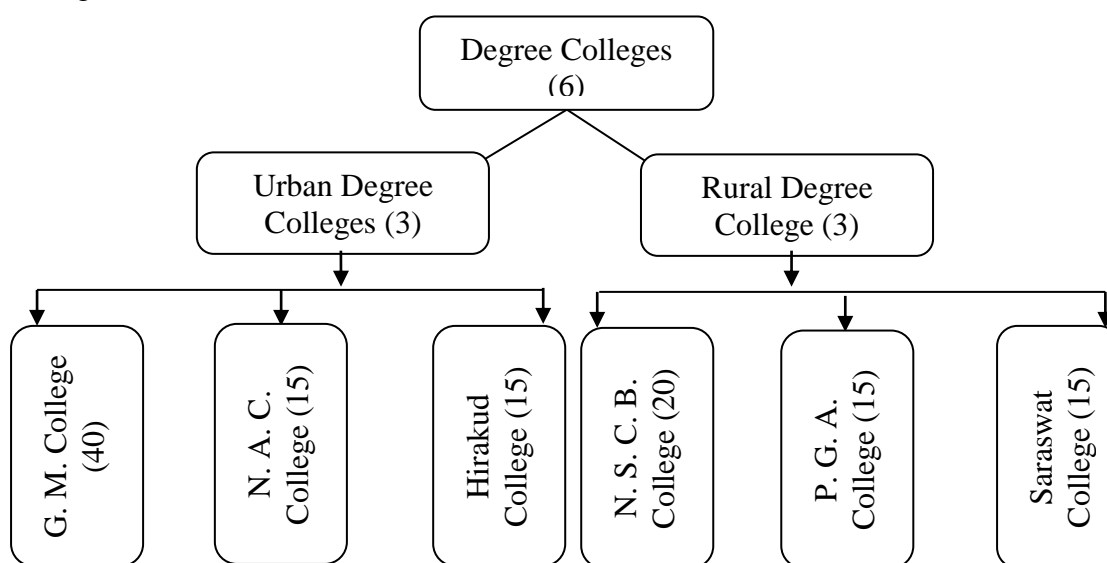
The Degree colleges selected for data collection

Sr.No.	Name of college	No. of students
1	Burla N.A.C. degree college	15
2	G.M autonomous degree college	40
3	Hirakud degree college	15
4	N.S.C.B. degree college	20
5	ParbatiGiri arts degree college	15
6	Saraswat degree college	15

Sample for qualitative research

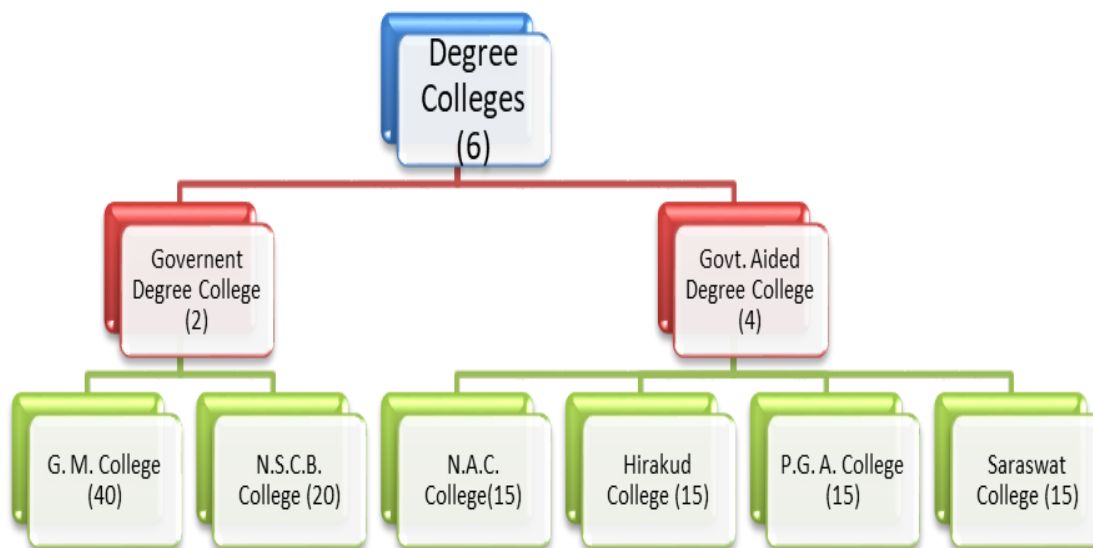
In the present study for qualitative research sample of 30 students by using simple random sampling was used. For the present study 5 students were randomly selected from each college.

figure 1



Sample design on the basis of urban and rural degree colleges

Figure 2



Sample design on the basis of govt. Degree College and govt. aided Degree College

Tools used

The objective of the present study was to see the effect of Post Matric Scholarship scheme on educational status of tribal students. For this purpose the researcher used self-made questionnaire for quantitative research and focused group interview for qualitative data collection. The self-made questionnaire was first implemented for pilot survey on a group of 50 Schedule Tribes students of higher education institutions. After trial questionnaire was modified and reliability and validity was assessed with the help of SPSS.

Reliability of the questionnaire

The test retest method was used for calculating reliability of the questionnaire. Researcher used test retest method for reliability of the tools. The researcher conducted a pilot study on 40 students to check the reliability of the tools. The reliability of the tool is 0.746.

Content validity

Content validity is ascertained in the scale on the basis of expert judgment after preparing final questionnaire. For validity of the test the researcher sent the questionnaire to ten experts of department of education in different universities to judge the appropriation of each item.

Description of questions for quantitative data

For the present study the researcher was developed self-made questionnaire for collection of data from students. The questionnaire had two groups where;

- **Group-A** consisted questions regarding awareness and utility level Post Matric Scholarship among Schedule Tribes students. The responses of these questions were recorded on the basis of 'YES' or 'NO' and 1 was given to correct response and 0 was given to wrong response.
- **Group-B** consisted questions regarding educational status of students. Further educational status of students divided into three dimensions such as academic progress (scholastic and co-scholastic), peer adjustment, motivation for higher education. Five point Likert scale was used to record the responses.

A detailed description of the questions was given in the following table:

Table 10

Dimensions wise description of questions

Groups	Dimensions	No. of items	Maximum score
Group-A	Awareness and utility of Post Matric Scholarship	6	6
Group-B	Academic progress	10	50
	Peer adjustment	09	45
	Motivation for higher education	10	50

Scoring of questionnaire

In the study five point Likert scale is used to measure the responses of the respondent where the researcher category the scale as strongly agree (SA), agree (A), neutral (N), disagree (DA), strongly disagree (SDA) which contains 5 to 1 number. 5 is the highest score and 1 is the lowest score.

Tools for qualitative research

Focus group interview

Focus Group interview is a type of in-depth interview accomplished in a group for qualitative data collection. A focus group is group interview where a small group of individual having same characteristics who focus discussions on a given issue or topic” (Anderson, 1990, p.241). According to Denscombe (2007, p.115), “focus group consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about a topic”. The participants influence each other through their answers to the ideas and contributions during the discussion. The moderator stimulates discussion with comments or subjects. The general characteristics of the Focus Group are people's involvement, a series of meetings, the homogeneity of participants with respect to research interests, the generation of qualitative data, and discussion focused on a topic, which is determined by the purpose of the research (ISRC working paper, 1998).

For exploring various challenges faced by Schedule Tribes students in getting scholarship, effect of the scheme on their motivation for higher education and utilisation of scheme to enhance their educational status and adjustment in society researcher conducted focused group interviews with 30 Schedule Tribes students studying in various government and government aided colleges. For focused group

interview a group of 5 students from a college was selected. To further explore the various nuances of scheme an in depth interview was also conducted with college principals. Field notes and observations were taken at the time of interview. These field notes were analysed and common themes were selected for data analysis.

Procedure of data collection

The investigator went personally from college to college to collect appropriate data from the respondents. First, the investigator met the principals of the college and gave him /her introduction and the purpose of visit. With the permission of college Principal researcher collected information about the STs students who received Post Matric Scholarship. Then researcher personally visited to the students and briefed them about purpose of research. The investigator told them that responses would be kept confidential and will be used only for research purpose. Each student was handed over with a questionnaire to record his or her answer. For qualitative focus group interview the researcher visited again college to college. The researcher first convinced to students and created amicable environment for focus group interview.

Statistical techniques

In the present study the researcher used percentage, t-test, principle component analysis and regression test for data interpretation and analysis with the help of SPSS statistical software. For qualitative analysis field notes were used for data interpretation.

Techniques for quantitative study

Percentage: Percentage is the simple statistical technique used in research for interpretation and analysis of numerical number into percentage. In the present study the researcher used percentage for analysis and interpretation of awareness and utilization of Post Matric Scholarship among Schedule Tribes students.

t- test: The t-test is used to compare the mean of two groups. In the present study the researcher used t-test to see the difference between male and female, rural and urban college students and Government College and Government aided college students of Post Matric beneficiaries.

principal component analysis: Principal component analysis technique is used when the researcher is interested to identifying a smaller number of factors underlying a large number of observed variables. In the present study the researcher used principal component analysis (PCA) with the help of SPSS-22 to see the principal component educational status of student which was mostly affected by Post Matric Scholarship Scheme.

regression: Regression analysis is a statistical technique used to assess the relationship between one dependent variable and several independent variables. In the present study the researcher used linear regression technique with the help of SPSS-22 statistical software. This technique is used to see the effect of Post Matric Scholarship (independent variable) on educational status (dependent variable) of Schedule Tribes students.

Technique for qualitative study

content analysis: In the present study content analysis is used for qualitative analysis of data. It is a set of procedures widely used as qualitative technique of collecting and organizing information in a standardized format for making replicable and valid inferences of data from the written texts and other recorded materials. It provides insights, develop researcher's understanding of particular phenomena of research (Krippendorff, 1980). It is the best method to develop an understanding of the meaning of communication of any issue (Cavanagh, 1997) and to identify critical processes of the particular issues (Leaderman, 1991). In the present study the purpose

of using content analysis is to explore the effect of Post Matric Scholarship Scheme on educational status and challenges faced by the Schedule Tribes students for higher education.

CHAPTER 4

ANALYSIS, INTERPRETATION AND DISCUSSION

In chapter four data is analysed and interpreted on the basis of research design adopted in chapter third methodology. The present study aimed at evaluating the effect of Post Matric Scholarship scheme on the educational outcome of the Schedule Tribes students studying in higher education institutions. To study the effect a self-made questionnaire was developed for data collection. For better understanding of challenges faced by Tribals students in higher education institutions qualitative methods were also adopted. Focused group interviews were conducted to explore effect of Post Matric Scholarship scheme on educational outcome of students. Percentage, t-test, principal component analysis and regression were used as statistical techniques for quantitative analysis and focus group interviews and observations method were used for qualitative analysis.

Research Question: To explore the awareness and utility level of Post Matric Scholarship scheme among Schedule Tribes students in higher education

Table 11

Awareness and utility level of Post Matric Scholarship scheme among Scheduled Tribe students in higher education

Sr. No.	Component	Frequency of response	
		Yes	No
1.	Received benefit from 11 th class	58%	42%
2.	Received benefit of scholarship within 6 month	11.66%	88.33%
3.	Eligible for receiving additional allowances of PWD category	0%	100%
4.	Utilise scholarship for academic benefit	63.44%	33.44%

Interpretation and discussion

The objective of the study was to see the effect of the Post Matric Scholarship Scheme on educational status of Schedule Tribes students, for this purpose the data was collected from all the STs Students who received Post Matric Scholarship Scheme. The sample consisted of only beneficiaries of Post Matric Scholarship scheme, thus all were aware about the scheme. However, their continuity in getting scholarship differed. The table 1 depicts that only 58% students had received the benefit of the scheme since 11th class whereas 42% of the students said that they had not received the benefit of the scheme continuously. During the focus group interview with the students, it was revealed that students who belong to urban area and having educated parents were continuously taking the benefits of the scheme. The table 1 also demonstrates that only 11.66% of the STs students had received the financial benefits of the scheme within six months from the submission of their application whereas 88.33% of the student showed their inability to get scholarship amount within six months of the submission of their application. However, provision of government described that benefit of the scheme will be available to students within six months from submission of their application (www.ministryoftribalaffair.gov.in, scheme and policy). Table 1 also indicate that no Person with disability (PWD) student had not received any additional allowances such as reader allowance for blind students, transport allowance for disabled students (in the total sample only three students were from PWD category). During the focus group interview with PWD students onesaid that *“I am not aware about these additional facilities of the scheme”*. From the table 1 it was also found that 63.44% of the students utilised the benefit of the scheme for academic purpose whereas 36.66% of the students not utilised the benefit of the scheme for educational purpose.

Qualitative analysis

To explore various dimensions of educational status affected by Post Matric Scholarship scheme focus group interviews were taken with the beneficiaries of the scheme. During interview it was revealed that financial hurdle was the main reason behind less access to higher education among ST students. Student also faced problems in availing continuous support of the scheme for betterment of their higher education. As few of the students said that *“we are not able to get the scholarship amount continuously from class 11th”*. The table 4.1 also depicts that 42% of the students did not receive the scholarship amount continuously from class 11th. During the interview with the beneficiaries it was also discussed by the beneficiaries that they mostly get information from their friends groups only and there were not as such awareness given to them by any officials. Students generally face problems while taking admission in good institutions due to low financial status.

During focus group interviews with the students they asserted that filing of application for Post Matric Scholarship scheme was a nightmare for them. As completion of required documents like opening of bank account and issues of caste certificate and residence certificate of students and income certificate of parents(with in the period of six month) was a uphill task for them. The involvement of various bodies in preparations of these documents was time consuming and sometimes they had to pay money as well (students revealed that they had to pay money for issuance of required documents as time was less). As one of the student said that *“for issuing of required document money was involved so my parents denied for applying scholarship scheme”*. It was also voiced by the students that due to illiteracy and unawareness of their parents they were cheated by advocates and other officials. These malpractices creates gap between government and beneficiaries. This gap

hinders the successful implementation of the initiatives (Astik Rangneniwar, 2014). In interviews with the beneficiaries it was exposed that the amount of scheme could not be used for academic purpose efficiently as the amount was made available to them at the end of academic session. However, purpose of utilisation of scholarship amount other than academic was different between urban and rural students. During the discussion few of students from urban area said “*we utilised the scholarship amount for purchasing new clothes, stationeries, purchasing mobile and organising parties with friends*”. The discussion showed that students from urban areas used their scholarship amount for increasing their socio-economic status among peer group. Whereas in rural area some students said “*we mostly utilise amount of scholarship for fulfilling our family needs*”. During interviews it was also found some parents were habituated of alcohol consumption and among these families amount of scheme was utilised to fulfil needs of family rather to pursue higher education. During interview one of the student said “*my father used to take alcohol and not do any work and utilise my scholarship amount for my family needs*”. In interviews with beneficiaries it was also expressed that parents took the scholarship money and used it for other house hold works rather than investing it for higher education of their children. In case of girls utilisation of amount for family was common problem. Due to weak financial conditions of parent’s girls had to sacrifice their dream to pursue higher education. Both parents and girl students expressed their concern regarding corruption and gap in the proper implementation of the scheme. They also suggested that amount of scholarship schemes did not provide enough financial benefit to cover real and hidden costs for higher education for which proper implementation and extra money was needed to cover the excess to higher education (Bhagavatheeswaran, 2016).

On the basis of observation of the researcher it was found that few students saved the scholarship amount in their bank account for their higher study and also utilised this amount for development of their employability skill. Parents of these students were educated and worked in either private sector or government sector. These parents were trying to provide facilities to their children and motivate them for higher education.

During data collection the researcher also met few Schedule Tribes students who were not the beneficiary of the scheme. To explore the reasons behind non-availing of scheme they explained that in the absence of ownership of land, residence and caste certificate could not be issued to them and they lived in village area and not attending regular classes, so they were not aware about the scheme. Due to digital illiteracy and limited access to e-resources they faced problems while filling online application. However, the numbers of these kinds of students were less.

The present study and supporting study shows that most of the Schedule Tribes students and their parents were aware about the scholarship scheme. The result also found that they also faced lot of problems at the time of filling application forms. Interviews also found that due to the poor economic condition of parents students were not able to use amount of scheme solely for their academic purpose and parents were not provided with any guidance for utilisation of scholarship amount for academic purpose.

Objective: To find out principle component of educational status affected by Post Matric Scholarship scheme among Schedule Tribes students in higher education

H₀: There is no difference among components of educational status affected by Post Matric Scholarship among Schedule Tribes students in higher education

Principal Component Analysis: Output of SPSS- 22

Principal component of educational status affected by Post Matric Scholarship among Schedule Tribes students in higher education

Table 12

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.616
Bartlett's Test of Sphericity	Approx. Chi-Square	760.808
	Df	351
	Sig.	.000

The table 2 depicts that the KMO score is 0.616 which is between the KMO score 0.6 to 0.7 and the interpretation of the score is mediocre which indicate that principle component analysis is most useful technique for the present study. The Bartlett’s test of Sphericity is 760.808 which is significant at $p < .0001$ thus, indicating the sample is suitable for principle component analysis (Malhotra and Dash, 2012, p.590). Here the Chi-square test statistic is 760.808 and the p-value of 0.000 is implied that there is a very low probability of obtaining this result (a value greater than or equal to the obtained value) if the null hypothesis is true. Therefore, the null hypothesis is rejected and it is conclude that the variables are correlated with each other.

Table 13

Total Variance explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.403	12.605	12.605	3.403	12.605	12.605
2	2.649	9.812	22.417	2.649	9.812	22.417
3	2.337	8.656	31.073	2.337	8.656	31.073
4	1.762	6.524	37.598	1.762	6.524	37.598
5	1.600	5.927	43.524	1.600	5.927	43.524
6	1.404	5.201	48.726	1.404	5.201	48.726
7	1.330	4.924	53.650	1.330	4.924	53.650
8	1.259	4.664	58.315	1.259	4.664	58.315
9	1.064	3.942	62.256	1.064	3.942	62.256
10	.972	3.599	65.855			
11	.952	3.525	69.380			
12	.885	3.279	72.659			
13	.829	3.069	75.728			
14	.773	2.863	78.592			
15	.737	2.728	81.320			
16	.659	2.439	83.759			
17	.614	2.273	86.032			
18	.557	2.065	88.097			
19	.499	1.849	89.946			
20	.439	1.626	91.572			
21	.418	1.548	93.120			
22	.392	1.452	94.572			
23	.365	1.353	95.924			
24	.316	1.170	97.095			

25	.293	1.085	98.180			
26	.269	.996	99.176			
27	.223	.824	100.000			

Extraction Method: Principal Component Analysis

Table 14

Rotated Component Matrix^a

	Component								
	1	2	3	4	5	6	7	8	9
Q5	.743								
Q3	.674								
Q2	.625								
Q4	.599								
Q8	.409								
Q22		-.822							
Q23		.729							
Q17		.708							
Q26			.706						
Q29			.702						
Q28			.552					.437	
Q6				.855					
Q7				.730					
Q10				.714					
Q13					.703				
Q16					.665				
Q1					.449				
Q27						.758			
Q21						.585			
Q11						.459			
Q14							.747		

Q25							.728		
Q9									
Q19								-.708	
Q18							-.409	.495	
Q20									-.822
Q24			.530						.557

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization

a. Rotation converged in 22 iterations.

The primary objective of principal component analysis was to investigate the effective component of educational status which got impacted by Post Matric Scholarship scheme. The data was analysed through SPSS-22 to summarise (Table-12 to 14) the 29 variables of questionnaire demonstrating effect of Post Matric Scholarship Scheme on educational status of ST students in higher education. The data were subjected to principal component analysis, under exploratory factor analysis. The data were analysed through Varimax rotation to reduce the variables into groups with factor loading 0.5 and above, the same level as used by Sproles and Kendall (1986) were considered to be significant. The factors with Eigen values greater than one were considered to be significant.

Table 15

Summarised table showing the result of Principal Component Analysis

Effect of Post Matric Scholarship on Educational Status of ST students in higher education				
Component/Items	Factor Loading	Eigen value	Variance (%)	Cumulative Variance (%)
Component- 1		3.403	12.605	12.605
Post Matric Scholarship give confidence to improve my study habits	.743			

Post Matric Scholarship provide opportunity to take Coaching classes for learning difficulties	.674			
My academic achievement increased due to the benefit of Post Matric Scholarship	.625			
Due to the benefit of Scholarship I motivate to perform as well as in class	.599			
Component- 2		2.649	9.812	22.417
The amount is sufficient for whole year academic expenditure	-.822			
I face problems like submission of examination fees, re-admission fees, hostel fees and others.	.729			
I think financial problem is the main reason of dropout among STs students	.708			
Component- 3		2.337	8.656	31.073
Post Matric Scholarship develop positive attitude towards girls education	.706			
This Scheme will help me to become a successful person in life	.702			
Without the benefit of this scheme I am not able to pursuing my higher education	.552			
Component- 4		1.762	6.524	37.598
I interested to participate in co-curricular activities of my college	.855			
Due to the help of Scholarship I am able to participate in state and national sports	.730			
I always got prize in co-curricular activity of our college	.714			
Component- 5		1.600	5.927	43.524
I get equal respect in all college activity as compared to other students	.703			
My parents are aware regarding almost all schemes granted to STs students	.665			
Component- 6		1.404	5.201	48.726
My friend give me respect for my success in both curricular and co-curricular activity	.758			
Post Matric Scholarship develop positive attitude towards girls education	.585			

Component- 7		1.330	4.924	53.650
Due to financial help my financial status increased among my friends	.747			
Post Matric Scholarship helps me to develop employability skill during education	.728			
Component- 8		1.259	4.664	58.315
The Scheme facilitates my parents for continuation of my higher education	-.708			
Component- 9		1.064	3.942	62.256
Sometimes, I use the Scholarship amount to support my family needs	-.822			
This Scheme helps in decreasing dropout among STs students	.557			

In the table 15 the results of the principal component analysis demonstrate 9 factors/principal components of Eigen values greater than 1.0 and accounted for 62.256 % of total variance. Out of 29 items, six items have not been shown on in the table due to the factor loading is less than 0.50.

Interpretation of components emerged in Principal Component Analysis

Table 15 demonstrates that **component-1** represents the characteristics of scholastic development of students due to Post Matric Scholarship scheme. **Component-2** represents financial challenges faced by students to effectively complete their higher education. **Component-3** shows motivation among Schedule Tribes students to accomplish for their higher education. **Component- 4** represents the characteristics of co-scholastic development of ST student due to Post Matric Scholarship in higher education. **Component- 5** depict awareness among parents for scheme and identity and respect building among students due to scheme. **Component-6** represents that the scheme motivate girls for higher education. **Components-7** represents that utilization of scholarship amount for development of employability skills among ST students in higher education. **Component-8** represents

motivation for parents for continuing education of their children. **Component-9** represents effect of scheme for decreasing dropout rate among ST students in higher education.

Educational status can be defined in various ways but in the present study the researcher identified three dimensions based upon principal component analysis to assess educational status of students, such as:

- Academic achievement (scholastic and co-scholastic)
- Peer adjustment
- Motivation for higher education

From the table 15 it can be interpreted that Component-1 and Component-4 represent academic achievement of students which include both scholastic and co-scholastic development of students. Component-2 and Component-5 represent adjustment among friends group on the basis of financial and social status and receiving respect from others. Component-3, 6, 7, 8 and 9 depict the characteristic of the third dimension of educational status that is motivation for higher education. The present study found Post Most Scholarship scheme motivated students for higher education. However, pertinent issue emerge that even after availability of scheme after matriculation to till the end of the higher education why there is so abysmal enrolment of ST students in higher education ? According annual report 2014-15, the gross enrolment of Schedule Tribes in higher education was 13.7% whereas the gross enrolment of all social categories was 24.3% (ministry of human research development, Government of India). Keeping in view the data of census researcher further explored the reasons behind low enrolment and challenges faced by ST students in higher education through focused group interview.

Research question: To explore the motivation and challenges among Post Matric Scholarship scheme beneficiaries Schedule Tribes students in higher education

Qualitative analysis

To explore the challenges faced by Schedule Tribes students in higher education focus group interviews were taken with the beneficiaries of Post Matric Scholarship scheme. Beneficiaries of the scheme asserted that scheme motivate them to pursue their higher education. As table- 15 also demonstrated that motivation for higher education among ST students is the most effective component impacted by Post Matric Scholarship scheme. However, All India survey on higher education (2016) shows that only 4.9% of Schedule Tribes students enrolled in higher education which is very low as compared to other social categories (SCs-13.9% and OBCs-33.75%). *What are the reasons behind this? What are the problems faces Schedule Tribes students in higher education?* In order to explore these answer the researcher conducted focus group interviews with Schedule Tribes students.

During interviews it was discussed that illiteracy and poor socio-economic status of parents were the main hurdles in the success of Schedule Tribes students in access and motivation for higher education. Few of students admit that proper education and care was not provided to them as their parents were not aware regarding significance of education. Due to unawareness of parents and their own not availed facilities provided to them under RTE At, 2009 and same continue with other financial incentive for supporting their education like Post Matric Scholarship scheme. During interview student discussed that they faced learning difficulties at every stage of education due to illiteracy and poor economic condition of parents and they were not able to take coaching classes for learning improvement which was the main reasons of low academic achievement and dropout among the students. As one

of the student said that *“I was a science student at class 12th and I faced lot of learning difficulties and it converted to low academic achievement in class 12th”*. Language problem was another problem of Schedule Tribes students in higher education. During interview it was also revealed that unemployment was another reason which created disinterest among tribal students for higher education. As few students said *“for financial needs parent’s wants to engage us in some jobs so that we can work and earn for family”*. However, girls were generally engaged in household work. During interviews with the beneficiaries’ students it was also demonstrated that they lives in specific geographical area where all people are from their own community. Due to their backwardness girls are suffered from many social evils like early marriage which halted their education as household work considered more significant than education at in laws home.

During the focus group interviews with the students it was explained how low socio-economic status hampered their peer adjustment and motivation for higher education. One of the beneficiary student said *“in higher education students come from different community and different social status and due to my socio-economic status I generally felt inferior to them and ashamed for my life style. SO I don’t want to mingle with them.”* Post Matric Scholarship scheme support to cope with lower socio-economic status and facilitate peer adjustment in educational environment at higher education level. During focus group one of the student said *“in my friend groups all friends are from good families and in order to adjust with them, I utilised the benefit of the scheme to maintain my social status”*. During interviews it was also found that many students utilised the amount of scheme for purchasing new dresses, electronic devices, organised party with friends, and equally contribute in all activity organised by friends.

This scheme motivates students for higher education. During interview some of the girl students asserted that viewed their parents were due to unawareness and high cost of higher education deferred for their pursuance of higher education. One of the student said that “...my parents were not interested in my pursue of higher studies than I convince that I am getting scholarship and they need not to bear the expenses”. In interview with rural area students they expressed their concern for long distance of college from their villages. Due to long distance they had to spent more money on travelling which created demotivation among parents to send their wards for higher education. Many students expressed their pain that as their parents were unemployed or doing some migratory part time jobs so they wanted to contribute for family earning. The challenges described by students shows that employment opportunities and education facilities must be created for parents so they can contribute better in development of their children. Education is conceived as strongest instrument for the development of the individuals as well as society but Schedule Tribes Parent’s attitude towards education is that it does not provide any immediate economic return for which they prefer to engage their children in remunerative employment which supplements the family income (Berwal, 2015)

Objective: To find out the difference in educational status between male and female Schedule Tribes Post Matric Scholarship beneficiaries in higher education

H0: There is no significant difference in educational status between male and female Schedule Tribes Post Matric Scholarship beneficiaries in higher education

Table 16

Comparison of educational status between male and female Post Matric Scholarship beneficiaries in higher education

Group	N	M	Variance	t value	Level of Significance
Male	60	93.46	54.82	0.8768	Not significant at 0.05 and 0.01
Female	60	93.23	80.58		

Table value of df 118 at 0.05 level= 1.98 and at 0.01 level=2.62

Interpretation and discussion

From the table 3 it can be interpreted that calculated t value 0.8768 is less than the table value at 0.05 levels and 0.01 level of significance which is 1.98 and 2.62 respectively. Thus the hypothesis “There is no significant difference in educational status between male and female Schedule Tribes Post Matric Scholarship beneficiaries in higher education” can’t be rejected. It depicts that due to gender (male/female) there is no significant difference in effect of Post Matric Scholarship on educational status of tribal students in higher education. It also depicts that all male/female tribal students are having the same need of financial scheme like Post Matric Scholarship to enhance their educational status (Sharma, 2010).

Qualitative analysis

During the interviews with the beneficiaries it was discussed that Post Matric Scholarship was essential for both male and female students to complete their study. As students said that “*parents not create any discrimination among girls and boys for higher education if financial resources are available to them*”. However, due to poor economic conditions of parents they were not able to provide higher education to

their children as high cost of education de-motivates parents for higher education of children.

Objective: To find out the difference in educational status between rural and urban Schedule Tribes Post Matric Scholarship beneficiaries in higher education

H0: There is no significant difference in educational status between rural and urban Schedule Tribes Post Matric Scholarship beneficiaries in higher education

Table 17

Comparison of educational status of rural area and urban Schedule Tribes Post Matric Scholarship beneficiaries in higher education

Group	N	M	Variance	T value	Level of Significance
Rural	50	62.2	29.30	6.3065	Significant at 0.05 and 0.01
Urban	70	66.98	45.52		

Table value of df 118 at 0.05 level= 1.98 and at 0.01 level=2.62

Interpretation and discussion

The table 4 shows that calculated t-value 6.3065 is greater than the table value at 0.05 and 0.01 levels which is 1.98 and 2.65 respectively. Thus the hypothesis “There is no significant difference in educational status between rural and urban Schedule Tribes Post Matric Scholarship beneficiaries in higher education” is rejected at 0.05 and 0.01 levels as significant difference found. It can be interpreted from table 4, urban students more affected from scheme in comparison to rural Schedule Tribes students in higher education. It depicts that urban area students are more aware about Post Matric Scholarship and utilised it for increasing academic activities whereas rural area students were not able to avail benefits of the scheme due to various

personal and environmental issues (discussed in table 2 and 3). Due to the proper utilisation of scholarship amount for educational status urban students had shown higher achievement motivation than the rural students (Sarangi, 2015).

Objective: To find out the difference in educational status between government and aided college Schedule Tribes Post Matric Scholarship beneficiaries in higher education

H0: There is no significant difference in educational status of government and government aided college students of Post Matric Scholarship beneficiaries

Table 18

Comparison of educational status of government and government aided college students

Group	N	M	Variance	t value	Level of Significance
Government college students	60	66.48	30.15	0.0132	Not Significant at 0.05 and 0.01
Government aided college students	60	63.5	54.22		

Table value of df 118 at 0.05 level= 1.98 and at 0.01 level=2.62

Interpretation and discussion

The table 5 shows that calculated t value 0.0132 is less than the table value at 0.05 levels which is 1.98. Thus the hypothesis “There is no significant difference in educational status of government and government aided college students of Post Matric Scholarship beneficiaries” can't be rejected. It can be interpreted from table 5 that effect of Post Matric Scholarship scheme on educational status has no variance with type of organisation. It revealed that both government and government aided college students gets equal benefits of the scholarship scheme.

Qualitative analysis

To explore the challenges faced by government and government aided college students in availing Post Matric Scholarship scheme, researcher taken interviews with the beneficiaries and found that government aided college students faced many problems as compared to government college students. As few of the government aided college students said that *“we pay high amount of admission, examination fees and re-admission fees as compared to government college students, thus amount of scheme proven less for us”*. To explore further dimensions of economic requirement of Schedule Tribes students in government aided colleges, researcher conducted unstructured interview with two college principals. During interview it was found that government aided colleges get 60% grant from department of higher education and 40% funded by self-managing body. Due to this reason the admission fees of students nearly RS 5000 to 6000 and examination and re-admission fees nearly RS 2000 to 3000 where as in Government College the amount of admission fee was RS 1000 to 1500 and examination and re-admission fees nearly 500 to 1000. It was the great difference between government and government aided college students. Whereas government college students were satisfied with the amount. As one of the student said *“amount of scholarship is sufficient to deposit fee and supporting reading material for whole academic session”*. During focus group interviews it was also revealed that the benefit of Post Matric Scholarship was not sufficient for whole academic session for government aided colleges, so students took part time job to fulfil their academic requirements. Involvement in part time job impacted their engagement with educational activities and regular class attendance. Due to financial problem Schedule Tribes students didn't get motivation for higher education even the less amount of financial incentive change the motivation. The

monetary incentives had less impact on students’ intrinsic motivation, attendance, or self-reported study habits (Vi-Nhuan Le, 2015).

Objective: To find out the significant impact of Post Matric Scholarship scheme on educational status of Schedule Tribes students in higher education

H0: There is no significant impact of Post Matric Scholarship scheme on educational status of Schedule Tribes students in higher education

Linear Regression Analysis

Table 19

Impact of Post Matric Scholarship scheme on educational status of Schedule Tribes students in higher education

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	938.769	1	938.769	14.377	.000 ^b
	Residual	7705.212	118	65.298		
	Total	8643.981	119			
<i>a. Dependent Variable: academic achievement</i>						
<i>b. Predictors: (Constant), PMS score</i>						

From the Table 6(ANOVA table) it is shown that the value of F is 14.377 with 0.000 probability. The calculated F value is greater than the table value at 0.05 levels.

It depicts that in the present study the null hypothesis is accepted and the regression model can be used to predict the effect of Post Matric Scholarship on educational status of students.

Table 20

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.330^a	.109	.101	8.08074
<i>a. Predictors: (Constant), PMS score</i>				
<i>b. Dependent Variable: academic achievement</i>				

Interpretation and discussion

From the table 7(model summary)it can be interpreted that R value is 0.330 showing co-relation between two variables (independent-Post Matric Scholarship scheme and dependent-educational status) is low and the R Square value is 0.109 depict that Post Matric Scholarship scheme explained 10.9% of educational status of students in higher education. From the ANOVA table it was found that the co-relation and R square value is statistically significant at 0.005 level. It can be said that if Post Matric Scholarship is increased 1 unit then student’s educational status increased 10.9%. There are various other factors of educational status which are explained 89.1% (100% - 10.9%) by other variables but in the present study the researcher identified only one factor that is financial incentives which affected 10.9% of

educational status of students. This study was supported by many other studies and found that financial incentives affect only 6% of academic achievement of students (NORC working paper, 2014). Academic performances of students significantly increase with an increase in the award of scholarships (Nnaemeka Omeje, 2015).

CHAPTER-5

FINDINGS, EDUCATIONAL IMPLICATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUSION

The main objective of the present study was to see the effect of Post Matric Scholarship scheme on educational status of tribal students in higher education. For this purpose the researcher collected data with the help of questionnaire and focus group interview. The results were analysed and interpreted in chapter- IV. On the basis of these results following were the main findings of the present study-

Main findings of the study

1. To explore the awareness and utility level of Post Matric Scholarship among Scheduled Tribal students in higher education

On the basis of quantitative research the finding of the study was all tribal students and their parents aware about Post Matric Scholarship Scheme. This study depicts that 58% of the students had received the benefit continuously from 11th class whereas 42% of the students said that they had not received the benefit of the scheme continuously. The results demonstrates that only 11.66% of the STs Students had received the financial benefits of the scheme within six months from the submission of their application whereas 88.33% of the student showed their inability to get scholarship amount within six months of the submission of their application. From the table 1 it was also found that 63.44% of the students utilized the benefit of the scheme for academic purpose whereas 36.66% of the students not utilized the benefit of the scheme for educational purpose.

To explore various dimensions of educational status affected by Post Matric Scholarship scheme focus group interviews were taken with the beneficiaries of the scheme and on the basis of focus group interviews the study that found that most of

the Schedule Tribes students and their parents were aware about the scholarship scheme. The result also found that they also faced lot of problems at the time of filling application forms. Interviews also found that due to the poor economic condition of parents' students were not able to use amount of scheme solely for their academic purpose and parents were not provided with any guidance for utilization of scholarship amount for academic purpose.

2. To find out principle component of educational status affected by Post Matric Scholarship scheme among Schedule Tribes students in higher education

Results of the principal component analysis demonstrate 9 principal components of educational status having the Eigen values greater than 1.0 and accounted for 62.256 % of total variance. Further these nine component mainly indicate the three dimensions of educational status such as Component-1 and Component-4 represent academic achievement of students which include both scholastic and co-scholastic development of students. Component-2 and Component-5 represent adjustment among friends group on the basis of financial and social status and receiving respect from others. Component-3, 6, 7, 8 and 9 depict the characteristic of the third dimension of educational status that is motivation for higher education. The most prominent component which was highly affected by this scheme is motivation for higher education.

3. To explore the motivation and challenges among Post Matric Scholarship scheme beneficiaries Schedule Tribes students in higher education.

On the basis of focus group interview the results described that illiteracy and poor socio-economic status of parents was the main hurdles in the success of Schedule Tribes students in access and motivation for higher education. During interview student discussed that they faced learning difficulties at every stage of

education due to illiteracy and poor economic condition of parents and they were not able to take coaching classes for learning improvement which was the main reasons of low academic achievement and dropout among the students. Due to their backwardness girls are suffered from many social evils like early marriage which halted their education as household work considered more significant than education at in laws home. In interviews with the students it was explained that low socio-economic status hampered their peer adjustment and motivation for higher education. The finding of the study also indicate that due to the unemployment reason Schedule Tribes Parent's attitude towards education is that it does not provide any immediate economic return for which they prefer to engage their children in remunerative employment which supplements the family income.

4. To find out the difference in educational status between male and female Schedule Tribes Post Matric Scholarship beneficiaries in higher education.

The result of the study revealed that there is no significant difference between male and female students of Post Matric Scholarship beneficiaries in higher education.

5. To find out the difference in educational status between rural and urban college students of Post Matric Scholarship beneficiaries in higher education.

The result of the study revealed that there is significant difference between rural and urban college students of Post Matric Scholarship beneficiaries in higher education.

6. To find out the difference in educational status between government and government aided college students of Post Matric Scholarship beneficiaries in higher education.

The result of the study revealed that there is no significant difference between government and government aided college students of Post Matric Scholarship beneficiaries in higher education.

7.To find out the significant impact of Post Matric Scholarship scheme on educational status of Schedule Tribes students in higher education.

From the table 7(model summary)it can be interpreted that R value is 0.330 showing co-relation between two variables (independent-Post Matric Scholarship scheme and dependent-educational status) is low and the R Square value is 0.109 depict that Post Matric Scholarship scheme explained 10.9% of educational status of students in higher education.

Educational implications

Post Matric Scholarship was initiated to increase access to quality education to Schedule Tribes students. The findings of the study also suggest that this scheme is motivating the parents and students for their higher education. Thus scheme is helping them to overcome their lower socio-economic status which is hindrance in their access to higher education institutions. Keeping in view the impact of scheme on motivation for higher education colleges must initiate awareness programme for community through their information bulletin, small workshops or street plays etc.

The major qualitative findings of the present study indicates that due to illiteracy and poor economic condition of parents, lack of sufficient awareness about the assistance programmes provided by government and lack of employment opportunities for the educated ST students, parents who don't have right perception of education of their children. Therefore awareness campaigns should be organized for sensitization of masses about the opportunities in higher education and government provisions for the welfare of Schedule Tribes. With the help of local government

counseling and guidance programmes should be organised to encourage parents about girl's education. Educated masses of the society should be involved with less educated Schedule Tribes in different social activities and aware them about the values of education and motivate them for education of their children rather than engaging children in domestic works.

The significant finding of the study suggests that in execution of Post Matric Scholarship scheme students faced challenges like opening of bank accounts, paying bribe for preparation of relevant documents and unawareness regarding filing of application. Thus execution and monitoring must be more transparent and user friendly to avail benefits of the scheme. As Post Matric Scholarship scheme is the only scheme available to Schedule Tribes students unto completion of higher education. So this will increase the enrolment and retention rate of ST students in higher education institutions.

During data collection it was also found that language is also barriers which cause learning difficulties and subsequently leads to dropout from higher education. Therefore, inclusion of tribal culture, traditional knowledge systems, tribal history and vocational skills training in the school curriculum can help building confidence among Schedule Tribes students for higher education.

National importance of the study

India is a country with large diversity where we find people with multiple identities on the basis of their culture, language and religion. Among all categories Scheduled Tribes are the more deprived and backward section of the society. This backwardness effect their development and wellbeing in the society. Education is the powerful instrument for the development of the society as well as individuals. For which various stakeholders of education system implemented various educational

scheme and programmes for educational development of Scheduled Tribe students. In the present study the researcher gave focus on Post Matric Scholarship scheme which is a centrally sponsored financial incentives scheme for educational development of Scheduled Tribe students. As this is a centrally sponsored scheme and applicable for all state of India, the finding of the study helps the policy makers and administrative members for proper implementation of the schemes and meet the barriers faced by scheduled Tribe students for higher education. This study also helpful for both the State and Central government to understand the utility level of Post Matric Scholarship for educational development of Scheduled Tribe students.

Suggestions for further research

The result of the present described that Post Matric Scholarship scheme has a positive effect on development of educational status of Schedule Tribes students. However, unawareness, poor economic conditions of parents and defective execution of scheme create hindrance in increasing educational status of students through the scheme. On basis of finding of the present study following suggestions can be considered for further researches

Post Matric Scholarship Scheme is the Central Government sponsored scheme with the provision of availability of the benefit to the students within six month of the application form. However, administrative mal functioning it reached to students generally at the end of year. Thus an evaluative study can be done by Central and State level to find out the difficulty and barriers faced by different departments in execution of scheme.

Poor economic condition and unemployment are crucial obstacles for the students and Schedule Tribes parents in creating disinterest for higher education. So, further researches can be conducted in the direction to improve employment opportunities for

students with the help of vocation training programme. Other scholarship schemes can be studied meant for increasing vocational status of students.

Females are doubly condemned in reference to access to higher education. Poor socio economic status of parents and patriarchal attitude of society create more hurdles for girls in comparison to boys. If more amounts can be provided to girls in Post Matric Scholarship scheme so will it increase their access to higher education? The opportunities can be explored in further researches in this regard. Therefore in order to bring them in the main stream of education and their social development more research can be done in this field.

Due to shortage of time the present study was confined to few components of educational stays and area. Many more components can be studied for better understanding of impact of Post Matric Scholarship scheme on educational status of students in higher education. The study can be further extended to Scheduled Caste students as well.

CONCLUSION

As indicated by UNESCO, 'education is an effective device by which financially and socially underestimated and marginalised groups can lift themselves out of backwardness and poverty and take an interest completely as citizens'. In order to achieve of this goal, India has been offering scholarship to its Post-Matriculation/Post-Secondary students, beginning in 1948 with those having Schedule Tribes and Scheduled Caste Category and in the long run extending the scope has to backward classes, minorities and the monetarily in reverse classes throughout the years. But due to the lack of education and economic development still all programmes are not reaching effectively to the Tribe. The present study shows that at graduate level 58% of the Tribal students had received the benefit of the scheme

continuously from 11th class whereas 42% of the students had not received the benefit of the scheme continuously. In order to explore the barriers faced by students for receiving the benefit of the scheme the researcher conducted focus group interviews with the beneficiaries and explored that due to lack of proper information about scholarship scheme and unavailability of required documents at the time of filling of application form were the main hurdles in the way of receiving the benefit of Scholarship Scheme. Both parents and students expressed their concern that this scheme was very much helpful for higher education and it was also found from the principal component analysis that motivation for higher education is the most prominent component of educational status affected by Post Matric Scholarship Scheme with 62.256 % variance whereas according All India Survey on Higher Education, 2016 the enrolment of Schedule Tribes Students on higher education is 4.9% which is comparatively low from other social groups. In focus group interviews with the beneficiaries it was explore that due to poor economic condition and illiteracy of Tribal parents they are not able to provide proper guidance to their children regarding quality education at every stage. They were not able to provided learning material and coaching classes for academic improvement of students. Due to their backwardness girls are suffered from many social evils like early marriage, requirement for seasonal work, requirement for the care of siblings, financial weakness working as earners of families, and engaged in household work which creates disinterest among them for higher education. Another common problem faced by Schedule Tribes students for higher education was language barriers. Unemployment was another problem for parents and students for higher education. Parents wanted to engage their children in some earning sources for family financial needs rather than for higher education. There is no significant difference in

educational status between male and female Schedule Tribes Post Matric Scholarship beneficiaries in higher education. There is significant difference in educational status between rural and urban Schedule Tribes Post Matric Scholarship beneficiaries in higher education. There is no significant difference in educational status of government and government aided college students of Post Matric Scholarship beneficiaries. From the table model summary it can be interpreted that R value is 0.330 showing co-relation between two variables (independent-Post Matric Scholarship scheme and dependent-educational status) is low and the R Square value is 0.109 depict that Post Matric Scholarship scheme explained 10.9% of educational status of students in higher education. Finally it can be concluded that Post Matric Scholarship has positive impact on educational status of Tribal students but due to the financial and social barriers of Schedule Tribes students they were not able to utilize the benefit of the scheme properly for their educational achievement. So the result of the study can be suggested that awareness programs, literacy campaign and social development programs should be organized time to time for the development of Schedule Tribes people.

SUMMARY

India is a country of large diversity with multi-lingual, multi-cultural and multi-religious people with 10.43 crore. As per 2011 census, Schedule Tribes population constitutes 8.6 per cent of the total population with 427 different tribal communities where as of the country whereas In the state of Odisha Schedule Tribes population constitutes 22.84 percent of the total population with 62 different tribal communities with diverse cultural, socio-economic and geographical backgrounds (statistical profile of Schedule Tribes in India, 2013). The Schedule Tribes population represents one of the most economically, socially, culturally and geographically disadvantaged and marginalized section of the society. To improve their socio-cultural and economic development education could be powerful tool. Education is conceived as strongest instrument for the development of the individuals as well as society and the progress of the nation depends on its capable citizen and their economic status. Education is the basic requirement for the economic development of tribes as well as it helps them to face the challenges of life. Education is only way for removing the barriers of backwardness and marginalization of any society/community. Therefore, the education of Schedule Tribes has been a priority for the various stakeholders of education system. Many hurdles come in the way of educational empowerment of STs Students in which economic aspect is most prominent one. Due to poor socio-economic condition of people, cultural barriers, illiterate parents, poor education system and subjugation of some over other in society are the main causes of less educational development of a nation (Nayak, 2014).

In order to enhance the educational status among the tribal, various programmes and policies like scholarships, text books, note books, stationary, clothing, hostel facilities and mid-day meals has provided for the development of

these marginalized section of the society. Among various programmes and policies scholarship schemes are the most important financial incentives for the development of these sections of the society.

In the present study the researcher took a topic **“Effect of Government Scheme on Educational Status of Tribal Students: A Reflection on Post Matric Scholarship Scheme”**. The objectives of the present study were to study awareness and utility of Post Matric Scholarship among tribal students, to find out principle component of educational status affected by Post Matric Scholarship. To study the difference in educational status between male and female, urban and rural college students and government and government aided college students of Post Matric Scholarship beneficiaries. In the present study the researcher prepared two research questions as to explore the awareness and utility level of Post Matric Scholarship scheme among Schedule Tribes students in higher education and to explore the motivation and challenges among Post Matric Scholarship scheme beneficiaries Schedule Tribes students in higher education. Simple random sampling technique was used in the study. The sample consisted of 120 Schedule Tribes students who received Post Matric Scholarship and studied at graduate level. Self-made questionnaire was prepared by the investigator for data collection consisting of three dimensions of educational status such as, academic progress, peer adjustment and motivation for higher education. For the present study the researcher decided to adopt mixed method approach where percentage, t-test, principal component analysis and regression statistical techniques were used for quantitative research and focus group interviews and content analysis were used for qualitative exploration of barriers faced by Schedule Tribes students for higher education. The result of the present study can be concluded that Post Matric Scholarship has positive impact on educational status of

Tribal students but due to the financial and social barriers of Schedule Tribes students they were not able to utilize the benefit of the scheme properly for their educational achievement. So the result of the study can be suggested that awareness programs, literacy campaign and social development programs should be organized time to time for the development of Schedule Tribes people.

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EFFECT OF POST MATRIC SCHOLARSHIP SCHEME ON EDUCATIONAL STATUS

Instructions

A questionnaire is presented to you. Given below are some statements related to Post Matric Scholarship and its effects on educational status of tribal students at secondary level. Please read the statement very carefully and kindly fill up the questionnaire by marking () in the appropriate place according to your view. In this questionnaire five point scale is used where **SA** stands for strongly agree, **A** stands for agree, **N** stands for neutral, **DA** stands for disagree and **SDA** stands for strongly disagree. The data and opinion provided by you will be kept confidential. The data will be strictly used for research work only. Your kind co-operation would be highly helpful for me.

A) Personal information

1. Name (if you want to give):
2. Gender: male/ female
3. Class:
4. Course (science/arts/commerce):
5. Place of residence: Village / city
6. Social status (Caste):
7. Place of institution: village/ city
8. Annual income of parents: above 1,00,000/ below 1,00,000
9. Occupation: Mother-
Father-
10. Educational Status: Mother - school/ graduate/ post graduate/ above
Father – school/ graduate/ post graduate/ above

B) General information about Post Matric Scholarship

1. I am aware about the Post Matric Scholarship scheme executed by the state government?
 - a. Yes
 - b. No

2. I have received benefits under the scheme.
 - a. Yes
 - b. No
3. I am taking benefits since 11th class under the scheme.
 - a. Yes
 - b. No
4. I always receive scholarship within 6 month after submission of my application.
 - a. Yes
 - b. No
5. I am eligible for additional allowances such as reader allowance for blind students, transport allowance for disabled students, extra coaching to mentally retarded and mentally ill students?
 - a. Yes
 - b. No
6. I have utilised the amount for purchasing books, stationeries, uniforms and other study materials.
 - a. Yes
 - b. No

C) Statements to measure educational status

Sl. No.	Statement	SA	A	N	DA	SDA
1	Post Matric Scholarship helps me in financial support to complete my study.					
2	My academic achievement increased after getting Post Matric Scholarship.					
3	Post Matric Scholarship provides opportunity to take coaching classes for learning difficulties.					
4	It helps me to perform as good as in class.					
5	It gives confidence to improve study habits.					
6	I utilized scholarship amount to participate in co-curricular activities of my college.					
7	Due to the financial help of Post Matric Scholarship I am able to participate in state and national sports.					
8	I utilise the amount to attend study tour programme.					
9	I utilise the amount to participate in extracurricular activity to develop my personality skill.					
10	I always got prizes in co-curricular activity of our college.					
11	I always get respect from my classmate for my performance in both curricular and co-curricular activity.					
12	My friends selected me as a member of student council.					

13	I get equal respect in all college activity as compared to non tribal students.					
14	Due to financial help I am able to develop my economic status among my friends.					
15	Due to financial help I am able to develop social adjustment among my friends.					
16	My parents are aware regarding almost all schemes granted to ST students.					
17	I think financial problem is the main reason of dropout among STs students.					
18	I think economic condition of families is significant reasons of dropout at higher education.					
19	The scheme less financial burden of my parents for continuation of my higher education.					
20	Sometimes, I use the amount of scheme to support my family needs.					
21	It helps to create good family environment in terms of economic support.					
22	The amount is sufficient for whole year academic expenditure					
23	If No, I face problems like: submission of examination fees, Re-admission fees, hostel fees and others.					
24	This scheme helps in decreasing drop out among STs students					
25	Post Matric Scholarship helps me to develop employability skill during education.					
26	Post Matric Scholarship develop positive attitude towards girls' education					
27	Post Matric Scholarship develop interest for higher education					
28	Without the benefit of this scheme I am not able to pursuing my higher education					
29	This scheme will help me to become successful person in life.					

SA – Strongly Agree

A – Agree

N – Neutrals

DA – Disagree

SDA – Strongly disagree

APPENDIX II

Raw Date of the study

College Name	Student	College Status	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	
N.A.C.(Degree) College	G1	Urban/govt. aided	4	4	2	4	4	5	2	2	4	4	4	2	4	2	4	5	4	4	4	2	2	1	5	4	2	4	5	4		
N.A.C.(Degree) College	G2	Urban/govt. aided	3	4	2	4	4	1	1	1	2	4	1	2	1	2	1	4	5	5	5	1	1	5	1	5	1	5	5	5		
N.A.C.(Degree) College	G3	Urban/govt. aided	3	4	4	4	4	5	4	1	2	4	1	2	1	4	1	4	5	5	5	4	4	2	4	5	2	5	5	5		
N.A.C.(Degree) College	G4	Urban/govt. aided	4	4	4	4	5	5	4	2	2	4	4	2	2	4	5	5	5	5	4	2	2	1	5	3	2	4	5	4		
N.A.C.(Degree) College	G5	Urban/govt. aided	3	4	2	4	4	5	2	2	1	5	4	2	4	4	2	4	4	4	4	2	2	2	2	2	2	4	5	4	3	
N.A.C.(Degree) College	G6	Urban/govt. aided	4	2	2	3	5	5	4	2	2	4	4	4	2	2	2	5	5	5	4	4	4	5	1	5	2	5	5	5	5	
N.A.C.(Degree) College	G7	Urban/govt. aided	4	2	2	1	5	5	2	2	2	4	5	2	5	2	4	5	4	4	2	1	4	2	2	2	2	2	2	5	3	
N.A.C.(Degree) College	G8	Urban/govt. aided	4	1	1	4	2	2	2	2	1	1	1	1	5	1	2	2	5	5	4	4	2	1	5	2	2	4	2	2	3	
N.A.C.(Degree) College	B9	Urban/govt. aided	4	2	1	3	4	4	2	1	1	5	5	1	5	1	2	5	5	5	4	4	4	2	2	5	2	4	5	5	4	
N.A.C.(Degree) College	B10	Urban/govt. aided	4	4	4	2	4	2	1	1	5	5	5	4	5	4	4	5	5	5	4	2	4	2	1	5	4	4	5	4	4	
N.A.C.(Degree) College	B11	Urban/govt. aided	4	4	3	3	4	4	5	1	1	4	5	5	1	5	4	3	5	5	4	2	4	2	4	5	2	4	5	5	5	
N.A.C.(Degree) College	B12	Urban/govt. aided	2	2	1	4	2	2	2	1	2	2	4	5	4	4	4	4	4	4	4	4	4	3	1	4	5	2	4	5	3	
N.A.C.(Degree) College	B13	Urban/govt. aided	4	4	2	4	4	5	2	2	4	4	4	2	4	3	4	5	4	5	4	2	4	1	2	3	3	3	4	4	4	
N.A.C.(Degree) College	B14	Urban/govt. aided	4	4	4	2	4	2	1	1	5	5	5	4	5	4	4	5	5	5	4	2	4	2	1	5	4	4	5	4	4	
N.A.C.(Degree) College	B15	Urban/govt. aided	4	4	4	4	5	5	4	2	2	4	4	5	4	4	4	5	5	5	5	1	2	2	5	4	5	2	3	5	5	
Hirakud Degree College	G16	Urban/govt. aided	4	5	4	4	5	1	1	2	2	1	5	1	5	4	4	5	4	5	4	2	4	4	2	4	2	2	4	5	4	4
Hirakud Degree College	G17	Urban/govt. aided	2	2	1	2	4	4	4	2	2	4	2	2	2	2	2	2	5	5	2	5	2	2	4	2	2	4	2	5	2	
Hirakud Degree College	G18	Urban/govt. aided	4	2	4	2	4	4	2	2	4	4	4	4	2	4	4	4	4	4	4	4	4	2	2	2	2	4	3	2	4	3
Hirakud Degree College	G19	Urban/govt. aided	4	4	2	2	4	2	2	4	2	4	2	4	4	4	4	2	4	2	4	2	4	2	4	4	4	4	4	2	2	3
Hirakud Degree College	G20	Urban/govt. aided	4	2	4	2	2	4	4	2	2	2	4	4	4	5	2	2	4	4	4	4	2	4	4	4	4	4	4	4	4	4

G.M.Autonomous College	G41	urban/govt	5	5	4	4	5	2	2	4	2	4	2	4	1	5	5	2	4	2	4	2	4	2	5	4	2	4	4	4	4	2	5	
G.M.Autonomous College	G42	urban/govt	4	5	4	5	5	2	2	4	4	2	4	4	4	5	5	2	4	2	2	4	2	4	4	4	4	2	4	4	2	4	4	
G.M.Autonomous College	G43	urban/govt	5	4	4	5	5	4	2	5	4	2	4	4	2	4	5	4	4	2	4	4	4	2	4	2	4	2	4	4	2	4	4	
G.M.Autonomous College	G44	urban/govt	2	2	2	1	2	4	2	5	2	2	4	4	2	4	4	4	4	4	2	4	4	2	4	2	5	4	2	4	4	4	4	
G.M.Autonomous College	G45	urban/govt	4	4	5	2	5	2	2	2	2	2	4	4	5	4	5	4	4	2	4	2	4	2	4	2	4	2	4	4	4	4	4	
G.M.Autonomous College	G46	urban/govt	4	2	4	4	4	4	2	2	2	4	4	5	5	5	4	2	2	4	2	4	2	4	2	4	5	4	2	4	2	4	2	
G.M.Autonomous College	G47	urban/govt	2	2	4	2	4	2	2	2	2	2	2	5	2	5	5	4	2	4	4	4	4	4	4	4	4	2	4	2	4	4	4	
G.M.Autonomous College	G48	urban/govt	2	4	4	4	4	5	4	5	4	4	2	4	2	4	2	4	5	4	4	2	4	2	2	5	4	2	4	2	4	4	4	
G.M.Autonomous College	G49	urban/govt	4	4	2	2	2	5	4	5	4	4	5	4	5	4	5	3	4	4	2	4	4	2	4	2	4	2	4	2	2	2	2	
G.M.Autonomous College	B50	urban/govt	4	5	5	4	5	2	2	4	4	2	5	4	5	4	3	4	3	4	4	2	4	2	4	2	2	4	3	4	2	2	2	
G.M.Autonomous College	B51	urban/govt	4	5	4	4	5	2	2	2	2	2	5	2	4	5	4	4	5	4	2	2	4	4	2	2	4	3	4	4	2	2	2	
G.M.Autonomous College	B52	urban/govt	4	4	4	2	5	4	4	5	2	4	5	2	4	5	2	5	2	2	4	4	2	4	4	4	4	2	4	4	4	2	2	
G.M.Autonomous College	B53	urban/govt	2	2	4	2	4	4	4	5	2	4	5	2	4	4	4	5	2	2	4	4	2	4	4	4	4	2	4	4	4	2	2	
G.M.Autonomous College	B54	urban/govt	2	2	4	4	4	4	2	4	2	5	4	4	4	4	5	4	4	4	2	4	4	2	4	2	2	4	2	4	2	4	4	
G.M.Autonomous College	B55	urban/govt	2	2	2	1	4	2	2	4	2	2	4	4	4	2	2	2	4	4	2	4	4	2	4	2	2	4	2	4	2	2	2	4
G.M.Autonomous College	B56	urban/govt	4	5	4	4	5	2	2	2	2	2	4	2	4	2	4	4	4	4	2	4	4	2	4	2	4	1	3	2	4	4	2	4
G.M.Autonomous College	B57	urban/govt	4	2	4	4	4	4	2	4	4	5	4	2	4	4	4	4	4	2	3	2	4	4	4	5	4	1	3	4	4	4	2	4
G.M.Autonomous College	B58	urban/govt	5	4	5	5	4	4	5	4	4	5	4	2	4	5	4	4	5	4	2	3	2	4	2	4	1	4	4	4	4	2	4	4
G.M.Autonomous College	B59	urban/govt	5	4	5	4	5	4	5	4	4	5	4	2	4	2	4	2	4	4	3	2	4	2	2	4	2	4	2	4	2	4	2	2
G.M.Autonomous College	B60	urban/govt	5	2	2	4	2	2	2	2	2	2	2	2	2	2	4	4	4	4	5	2	4	5	2	4	1	3	4	4	3	4	4	2

G.M.Autonomous College	B61	urban/govt	4	4	4	2	4	2	2	4	4	2	2	4	2	2	4	4	2	2	5	2	2	4	4	1	3	4	3	4	4	2			
G.M.Autonomous College	B62	urban/govt	4	5	4	2	4	2	4	4	2	5	3	2	2	4	4	2	4	2	4	4	2	4	4	2	2	3	4	3	4	4	2		
G.M.Autonomous College	B63	urban/govt	2	2	4	4	4	2	2	4	2	4	3	2	2	4	2	5	4	2	2	4	2	4	2	2	4	2	4	4	2	2	2		
G.M.Autonomous College	B64	urban/govt	4	5	4	4	4	2	4	4	2	2	2	2	2	4	2	2	4	4	2	2	2	4	4	2	4	4	3	4	4	4	2		
G.M.Autonomous College	B65	urban/govt	4	5	4	5	4	2	4	2	5	4	4	2	2	4	4	2	4	4	2	4	4	2	4	2	2	4	4	4	4	4	2	4	
G.M.Autonomous College	B66	urban/govt	2	4	2	2	4	2	4	4	2	4	5	4	1	4	4	4	2	4	4	4	2	4	4	1	4	4	3	4	4	4	2		
G.M.Autonomous College	B67	urban/govt	5	4	5	5	2	2	4	4	2	4	5	4	2	4	2	2	4	2	2	2	2	4	2	4	4	4	4	4	4	4	2	3	
G.M.Autonomous College	B68	urban/govt	4	2	4	4	4	4	2	2	5	4	5	4	2	4	2	2	4	2	2	2	2	4	2	4	4	4	2	4	4	2	3	3	
G.M.Autonomous College	B69	urban/govt	4	4	4	4	2	2	4	2	2	2	2	2	4	4	2	2	4	2	2	2	2	4	4	2	4	2	4	4	4	2	4	4	
G.M.Autonomous College	B70	urban/govt	4	4	4	4	5	4	4	2	5	4	5	4	2	4	2	2	4	2	2	2	4	2	4	2	4	2	4	4	4	4	4	4	
N.S.C.B Degree College	G71	Rural/govt	4	4	4	4	2	2	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	4	4	4	4	4	4	4	
N.S.C.B Degree College	G72	Rural/govt	4	4	4	2	4	2	2	4	2	4	4	4	4	4	3	4	4	5	4	4	4	4	2	2	2	4	4	4	4	4	4	4	
N.S.C.B Degree College	G73	Rural/govt	4	2	4	2	4	4	2	2	4	2	4	2	4	2	4	2	5	4	2	4	2	5	4	4	2	2	4	4	2	4	4	2	3
N.S.C.B Degree College	G74	Rural/govt	5	2	4	2	4	4	2	4	4	4	4	4	4	4	2	4	2	4	2	2	4	4	4	2	2	4	2	2	4	2	2	2	4
N.S.C.B Degree College	G75	Rural/govt	5	4	2	2	4	2	4	4	4	4	4	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	4	4	4	4	4	4	4
N.S.C.B Degree College	G76	Rural/govt	5	4	4	4	4	2	4	2	4	2	4	2	5	4	4	4	2	4	2	4	4	2	4	2	2	4	4	4	4	4	4	4	4
N.S.C.B Degree College	G77	Rural/govt	5	4	4	4	5	2	2	4	2	2	4	2	2	4	4	4	2	4	2	4	4	2	4	2	2	4	4	4	4	4	4	4	4
N.S.C.B Degree College	G78	Rural/govt	5	4	4	4	5	2	2	4	2	4	2	2	4	2	4	4	2	4	2	4	4	2	2	2	4	2	4	2	4	2	4	2	2
N.S.C.B Degree College	G79	Rural/govt	4	2	2	2	4	2	4	4	4	2	2	4	2	4	2	4	4	4	4	4	4	4	4	4	4	2	2	4	2	4	2	2	2
N.S.C.B Degree College	G80	Rural/govt	4	2	2	4	2	4	2	4	2	4	2	2	4	2	4	4	4	4	2	4	4	4	2	4	2	4	4	4	4	4	4	4	4

N.S.C.B Degree College	B81	Rural/govt	4	2	2	4	2	2	4	2	2	2	2	4	4	2	2	4	4	2	4	4	4	4	4	4	4	4	4		
N.S.C.B Degree College	B82	Rural/govt	4	2	4	4	2	2	4	4	2	2	2	4	4	2	4	4	2	4	4	2	2	4	2	2	4	2	4	4	
N.S.C.B Degree College	B83	Rural/govt	4	4	4	4	2	2	4	2	2	2	4	2	4	2	4	5	2	4	4	2	2	2	2	2	4	2	2	2	
N.S.C.B Degree College	B84	Rural/govt	5	4	4	4	2	4	2	4	2	4	4	2	2	2	4	4	5	2	4	4	2	2	4	2	2	2	2	2	
N.S.C.B Degree College	B85	Rural/govt	4	4	2	4	2	4	2	4	2	4	4	2	2	4	5	2	4	2	4	2	4	2	5	2	4	2	2	2	
N.S.C.B Degree College	B86	Rural/govt	4	4	2	2	4	4	2	4	4	4	4	2	5	5	3	4	4	2	2	4	2	5	4	2	4	2	4	4	
N.S.C.B Degree College	B87	Rural/govt	5	2	4	2	4	4	2	4	4	4	4	2	5	4	4	2	4	2	4	4	2	4	2	4	4	2	4	4	
N.S.C.B Degree College	B88	Rural/govt	4	2	4	2	4	4	2	4	4	2	4	4	2	4	4	2	4	4	2	4	2	2	4	2	2	4	4	2	
N.S.C.B Degree College	B89	Rural/govt	2	5	4	4	4	4	4	4	2	2	4	2	4	2	4	2	4	4	2	4	2	4	2	4	2	4	2	3	
N.S.C.B Degree College	B90	Rural/govt	5	2	4	2	4	4	4	4	2	2	4	4	2	4	2	4	2	2	4	4	2	2	4	4	2	2	2	3	
Parbat Gini Degree College	G91	rural/govt aided	4	4	4	4	2	2	4	4	2	4	4	4	4	4	4	4	4	4	4	2	2	4	4	4	4	4	2	3	
Parbat Gini Degree College	G92	rural/govt aided	4	4	2	2	2	2	4	2	2	4	2	4	4	4	4	4	4	4	4	2	2	4	2	4	4	4	2	4	
Parbat Gini Degree College	G93	rural/govt aided	5	2	4	2	2	2	1	2	2	4	1	4	4	2	4	3	2	2	4	2	2	4	1	4	2	4	2	4	
Parbat Gini Degree College	G94	rural/govt aided	4	2	2	4	2	1	2	2	4	2	4	4	2	4	3	4	4	2	2	4	2	2	4	4	5	2	4	4	
Parbat Gini Degree College	G95	rural/govt aided	2	2	4	4	2	2	4	2	4	1	2	4	2	4	2	4	4	2	4	4	2	4	4	4	4	5	2	4	4
Parbat Gini Degree College	G96	rural/govt aided	4	4	2	4	2	4	2	4	2	2	4	5	4	4	4	4	2	4	4	4	2	4	3	1	5	4	4	4	
Parbat Gini Degree College	B97	rural/govt aided	4	3	2	2	4	2	4	2	1	4	4	5	2	4	4	4	4	2	4	4	2	3	1	2	2	2	2	2	
Parbat Gini Degree College	B98	rural/govt aided	5	2	2	2	4	4	2	2	5	4	2	4	4	3	4	2	4	2	2	3	2	3	2	2	4	2	3	3	
Parbat Gini Degree College	B99	rural/govt aided	4	2	4	2	4	4	1	2	2	5	4	2	4	4	3	4	4	4	2	2	2	5	4	2	5	4	2	2	
Parbat Gini Degree College	B100	rural/govt aided	2	2	2	2	2	4	2	2	4	2	2	2	4	4	4	4	4	4	2	2	4	2	2	5	4	2	3	3	

Parbat Gini Degree College	B101	rural/govt aided	2	4	2	2	4	2	2	2	2	4	2	2	4	2	2	4	4	4	4	4	4	2	2	4	4	2	4	4	2	4	4	2	4	3		
Parbat Gini Degree College	B102	rural/govt aided	4	4	2	4	4	4	1	2	4	4	4	4	4	2	2	4	2	4	4	4	4	2	2	2	2	4	4	4	4	4	4	4	4	4		
Parbat Gini Degree College	B103	rural/govt aided	4	4	2	4	4	2	2	2	2	4	4	4	2	2	4	4	4	4	4	4	4	2	5	4	4	4	4	4	4	4	4	4	4	2	4	
Parbat Gini Degree College	B104	rural/govt aided	4	2	2	4	4	4	2	2	2	4	5	2	4	4	2	4	4	2	4	4	4	5	2	5	2	4	2	4	4	2	4	4	2	4	2	
Parbat Gini Degree College	B105	rural/govt aided	4	2	2	4	4	4	2	2	4	5	5	2	2	4	4	2	4	4	2	4	4	5	2	4	4	2	5	2	4	2	4	2	4	4	3	
Saraswat Degree College	G106	rural/govt aided	4	2	2	2	1	4	2	1	4	4	4	2	2	5	2	4	5	4	2	4	4	2	4	4	4	2	4	4	4	4	4	4	4	2	4	
Saraswat Degree College	G107	rural/govt aided	4	2	2	1	2	4	2	1	2	2	2	1	2	5	4	2	3	2	4	2	4	2	2	4	2	4	4	4	4	4	4	4	4	4	2	
Saraswat Degree College	G108	rural/govt aided	4	4	4	2	4	2	2	2	4	2	2	1	2	4	4	2	2	4	4	2	4	5	2	4	2	4	2	4	2	4	2	4	2	4	4	3
Saraswat Degree College	G109	rural/govt aided	5	4	2	4	5	1	2	2	2	1	4	2	4	4	2	4	4	5	4	2	4	5	4	2	2	4	2	4	2	4	2	4	2	4	4	4
Saraswat Degree College	G110	rural/govt aided	4	4	5	2	4	4	1	2	2	5	4	4	4	5	4	3	4	4	4	4	4	4	4	4	4	4	4	2	2	4	2	4	4	4	3	
Saraswat Degree College	G111	rural/govt aided	4	2	4	2	2	4	1	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	2	4	2	4	2	4	2	3	
Saraswat Degree College	G112	rural/govt aided	4	2	2	1	2	2	1	1	2	2	2	2	2	4	2	2	2	2	2	2	2	1	2	2	4	1	4	2	2	2	2	2	2	2	3	
Saraswat Degree College	G113	rural/govt aided	2	4	2	5	4	5	2	1	1	2	2	1	2	2	2	5	4	4	2	2	5	4	4	2	4	3	4	4	3	4	4	4	4	2	4	
Saraswat Degree College	G114	rural/govt aided	4	4	2	4	4	2	1	1	1	2	4	1	4	2	4	2	4	2	4	4	5	4	4	4	4	2	4	2	4	2	4	4	4	4	4	
Saraswat Degree College	G115	rural/govt aided	2	2	2	1	4	4	1	1	4	4	1	4	4	1	2	5	4	2	4	2	5	4	2	4	4	2	4	2	4	4	4	4	4	4	4	
Saraswat Degree College	B116	rural/govt aided	2	2	2	2	2	4	5	2	4	5	2	1	1	4	2	5	4	2	2	2	5	4	2	2	4	2	4	4	4	4	4	4	4	3	2	
Saraswat Degree College	B117	rural/govt aided	4	5	4	4	2	2	2	2	4	2	4	1	5	4	2	4	4	4	4	4	4	4	4	4	2	2	2	2	2	2	2	2	3	4	2	
Saraswat Degree College	B118	rural/govt aided	5	2	4	1	2	4	4	2	4	4	4	4	4	2	5	4	5	4	4	4	4	4	2	4	3	2	2	2	2	2	2	2	2	4	4	
Saraswat Degree College	B119	rural/govt aided	4	2	2	2	3	4	2	2	2	1	4	2	4	4	2	4	4	2	4	4	4	2	2	2	4	4	4	2	4	4	4	4	4	2	4	4
Saraswat Degree College	B120	rural/govt aided	4	4	2	2	2	4	4	2	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Post matric Scholarship score and average academic achievement of students

College Name	Students	PMS Score	Academic Achievement
N.A.C.(Degree) College	G1	102	45.5
N.A.C.(Degree) College	G2	82	42
N.A.C.(Degree) College	G3	101	55.5
N.A.C.(Degree) College	G4	103	53.5
N.A.C.(Degree) College	G5	95	52
N.A.C.(Degree) College	G6	107	61
N.A.C.(Degree) College	G7	90	41.5
N.A.C.(Degree) College	G8	73	42.5
N.A.C.(Degree) College	B9	97	53.5
N.A.C.(Degree) College	B10	108	64
N.A.C.(Degree) College	B11	108	55
N.A.C.(Degree) College	B12	93	65.5
N.A.C.(Degree) College	B13	100	57
N.A.C.(Degree) College	B14	108	50.5
N.A.C.(Degree) College	B15	113	65.5
Hirakud Degree College	G16	98	59
Hirakud Degree College	G17	81	60
Hirakud Degree College	G18	94	53
Hirakud Degree College	G19	89	41.5
Hirakud Degree College	G20	99	46.5
Hirakud Degree College	G21	92	43.5
Hirakud Degree College	G22	78	38
Hirakud Degree College	B23	95	44.5
Hirakud Degree College	B24	88	47
Hirakud Degree College	B25	86	47.5
Hirakud Degree College	B26	87	52
Hirakud Degree College	B27	96	58.5
Hirakud Degree College	B28	88	47
Hirakud Degree College	B29	84	47
Hirakud Degree College	B30	90	48
G.M Autonomous College	G31	96	63.5
G.M Autonomous College	G32	99	64
G.M Autonomous College	G33	91	61
G.M Autonomous College	G34	98	67
G.M Autonomous College	G35	93	65
G.M Autonomous College	G36	100	65
G.M Autonomous College	G37	103	53.5
G.M Autonomous College	G38	104	62.5
G.M Autonomous College	G39	106	69.5

G.M Autonomous College	G40	93	54
G.M Autonomous College	G41	100	47.5
G.M Autonomous College	G42	103	50
G.M Autonomous College	G43	107	57
G.M Autonomous College	G44	91	45.5
G.M Autonomous College	G45	100	53
G.M Autonomous College	G46	97	58.5
G.M Autonomous College	G47	91	64.5
G.M Autonomous College	G48	104	54.5
G.M Autonomous College	G49	98	39.5
G.M Autonomous College	G50	99	49.5
G.M Autonomous College	B51	91	66
G.M Autonomous College	B52	105	68.5
G.M Autonomous College	B53	99	79
G.M Autonomous College	B54	94	68.5
G.M Autonomous College	B55	79	65
G.M Autonomous College	B56	94	70.5
G.M Autonomous College	B57	101	59.5
G.M Autonomous College	B58	106	55
G.M Autonomous College	B59	100	52
G.M Autonomous College	B60	85	59
G.M Autonomous College	B61	88	70.5
G.M Autonomous College	B62	93	63.5
G.M Autonomous College	B63	86	64
G.M Autonomous College	B64	92	55
G.M Autonomous College	B65	102	55.5
G.M Autonomous College	B66	94	55
G.M Autonomous College	B67	100	70
G.M Autonomous College	B68	95	70.5
G.M Autonomous College	B69	88	61.5
G.M Autonomous College	B70	103	66.5
N.S.C.B Degree College	G71	106	60.5
N.S.C.B Degree College	G72	102	62.5
N.S.C.B Degree College	G73	92	62.5
N.S.C.B Degree College	G74	91	61.5
N.S.C.B Degree College	G75	97	63.5
N.S.C.B Degree College	G76	98	64
N.S.C.B Degree College	G77	92	43
N.S.C.B Degree College	G78	86	64.5
N.S.C.B Degree College	G79	86	50
N.S.C.B Degree College	G80	92	60.5
N.S.C.B Degree College	B81	90	61.5
N.S.C.B Degree College	B82	92	56
N.S.C.B Degree College	B83	85	52
N.S.C.B Degree College	B84	88	49

N.S.C.B Degree College	B85	91	47
N.S.C.B Degree College	B86	100	48
N.S.C.B Degree College	B87	98	52.5
N.S.C.B Degree College	B88	92	54.5
N.S.C.B Degree College	B89	92	57
N.S.C.B Degree College	B90	90	55
ParbatiGiri Degree College	G91	101	62.5
ParbatiGiri Degree College	G92	87	52.5
ParbatiGiri Degree College	G93	79	52
ParbatiGiri Degree College	G94	87	60
ParbatiGiri Degree College	G95	86	50
ParbatiGiri Degree College	G96	93	45
ParbatiGiri Degree College	B97	79	46.5
ParbatiGiri Degree College	B98	87	40.5
ParbatiGiri Degree College	B99	92	50
ParbatiGiri Degree College	B100	82	57.5
ParbatiGiri Degree College	B101	86	38
ParbatiGiri Degree College	B102	95	47
ParbatiGiri Degree College	B103	95	50.5
ParbatiGiri Degree College	B104	91	52
ParbatiGiri Degree College	B105	97	60
Saraswat Degree College	G106	92	40.5
Saraswat Degree College	G107	77	45
Saraswat Degree College	G108	87	53.5
Saraswat Degree College	G109	89	62.5
Saraswat Degree College	G110	102	63
Saraswat Degree College	G111	92	58.5
Saraswat Degree College	G112	62	52
Saraswat Degree College	G113	86	50
Saraswat Degree College	G114	89	59.5
Saraswat Degree College	G115	85	46.5
Saraswat Degree College	B116	84	39.5
Saraswat Degree College	B117	90	60
Saraswat Degree College	B118	95	46.5
Saraswat Degree College	B119	86	55
Saraswat Degree College	B120	96	53.5

Field notes of focus group interview

Parbati Guri Arts (Degree) College

Dt - 09/02/2017

1) Do you aware about Post Matric Scholarship Scheme.

Ans- Yes

2) Do you received the benefit under the scheme from 4th class.

→ Two students say NO.

3) What is the reason behind you for which you are not received the scholarship from 4th class.

→ "My father denied me for this scheme because, at the time of issuing required document, lots of money need."

→ due to engagement of various administrative officers, issuing of caste and residence certificate take lots of time.

4) How you utilised the amount to develop your educational status?

→ used for purchasing study material.

→ Many time we utilised the amount for our family needs.

5) Is this scheme help you to develop peer adjustment among you.

→ Yes.

6) How, it helps you.

→ we used money for purchasing electronic devices like mobile.

→ "I mostly used the money for organised party with friends".

7) What are the learning difficulties you faced for higher education?

→ Proper guidance was not provided by parents.

→ Syllabus at higher education was difficult to understand for us.

→ Language problems also faced by us.

8) What are the other problems you faced for higher education?

→ Parents low economic status,

→ "My parents not interested for my education otherwise wanted to ^{take} marry me".

→ Community member also create problem for education of girls child.

9) Do the scholarship helps you to solve these problems and motivate for higher education.

→ Some time it helps us to motivate parents for higher education.

→ It also helps to solve economic problem and peer adjustment.

- 10) If the scholarship was not available to you, then how it effect you ~~stand~~ higher education.
- without scholarship higher education is not possible for us.
 - Parents are not interested ~~to~~ to spend money on higher education ~~otherwise~~ wanted to engaged in some earning source.
- 11) What is your view regarding implication of post matric scholarship scheme.
- the amount of the scheme should be increased because the cost of higher education is high.

Saraswat (Degree) College : -

DT-10.02.2017

1) Yes.

2) 4 student - Yes
1 student - No

3) → We face problems regarding issues of Caste certificate, income certificate of parents.

→ some time we face network problems.

→ some time we face problems of Administration like unavailability absent of scholarship officers.

④ → for higher education, higher institution not available nearby area.

→ Proper guidance was not given us for higher education.

→ due to some social and family problems we not regularly attend come to college.

→ mostly we face problems relating to language that is English at higher level, which create uninterest for higher edn.

⑤ → some time family problems like financial problems of parents.

→ uninterest of parents for higher edn.

→ ~~marriage~~ social problems like marriage of girls students.

⑥ some time the scholarship help us to solve financial problems to complete our study.

⑦ NO

- (8) Yes, we use the amount at session in departmental activity.
→ some time it helps at the time of group works.
- (9) We complain ~~also~~ to our college scholarship officer but we are not able to get that scholarship again.
- 10) ~~Yes, it create problems for me.~~
→ It create financial problems for me.
→ It create uninterest among me for continue of my study.
→ some time we feel inferiority among our friends due to financial problem.
- (11) It should be given earlier of the academic session.
→ The amount of the scholarship should be increased.

Hirakud (Degree) College, Hirakud :-

Dt - 11.02.2017

- 1) What are the problems you faced for continuous receiving of PM ~~scholarship~~ scholarship?
-) due to the irregularity to college we are not get information about the scholarship scheme.

→ "I faced network problem at the time of online application form and I lived in -deepos village area".

→ Late issues of required documents ~~at time~~ for Post matric scholarship.

- 2) How you utilised the amount to develop your educational status?

Ans- used to take coaching classes.

→ "I utilised the amount for computer classes and competitive exam".

→ mostly the scholarship was available at the end of the session for this purpose it was help us to maintain our family economic condition.

- 3) How this scheme helps you to develop your social status among friends?

→ "I utilised this scheme for purchasing new clothes, and other stationary because with the help of this I maintain my social status among ~~at~~ friends".

→ I helps us to contribute equal money in all departmental activities.

- 4) → parents are not interested for higher edu.
→ due to language difficulties we are not able to understand the subject matter.
- poor economic conditions of parents is the important hurdles for higher education.
- 5) what are the social problems you faced for higher ~~problem~~ education.
- higher institutions are along distance from village area.
- girls are engaged in household work and take all the responsibility of family members.
- 6) do the scholarship helps you to solve these problems and motivate for higher education.
- "I motivate my father for my higher edu because of post matric scholarship scheme".
- the amount of scholarship scheme is not sufficient to fulfill for higher education.
- 7) do the scholarship motivate you for higher education?
- due to poor economic condition parents not able to provide finance for higher education.
- "I save the scholarship amount at my

bank account and utilised for higher edn.

Q) What is your view regarding implication of post matric scholarship scheme.

Ans- Scholarship should be available with in the academic session.

→ "The amount of fellowship should differ on the basis of govt. and govt.-aided institution."

G.M.(Autonomous) College, Sambalpur :-

13/02/2017

1) "I am aware about post matric scholarship scheme, but due to my parents unawareness I am not able to get extra allowances for my PWD category".

2) What are the problems you faced for receiving this scholarship.

- unavailability of required documents
- Some time information about scholarship is not known by us.

3) How you utilised the amount to develop your educational status.

→ "I am a science student at 12th class, but due to financial problem my academic achievement was low so at this level I admitted in arts & commerce and utilised my scholarship amount to take coaching classes".

"It is useful for preparing competitive examination".

"I had used the amount for my admission and examination fees".

4) How this scheme is useful for personal adjustment.

→ "Scholarship amount was available at the end of the academic session so I used the scholarship amount to organise party with friend".

"my friends are from well social status family so I feel inferiority complex with them so I utilised the scholarship amount to maintain my social status".

5) What are the learning difficulties you are faced at higher education.

→ "I have lots of learning difficulties in this institution because I come from village area so I am not so fast to understand English language for which it create problem for me".

→ "Teacher give much more importance to those students who are from well known institution, it create inferiority complex".

→ "Financial problems is the main reason of higher edu".

→ "My father nothing to do for my family economic so I take my family responsibility and utilised the scholarship for family need".

6) "This scholarship scheme motivate for higher education but ^{due} financial burden "not able to achieve the aim of higher education".

→ "due to ~~the~~ financial problem I engaged in some parttime job for which I am not able to concentrate in my study which demotivated for higher education".

⇒ If the scholarship was not available to you what step you taken ~~for~~ in order to received this scholarship.

⇒ Generally we complain our college scholarship in-charge.

"One time I face this problem and at that time I complain in District welfare officer and able to received my scholarship".

8) What is your view regarding the implication of scholarship scheme.

-) It is very much helpful for ^{complete} completion of higher education and it should be available within the session for which we properly used it for our academic development.

⇒

- N.S.C.B. Degree College : —
14/02/2017
- 1) yes
 - 2) yes
 - 3) → opening of bank account.
→ issue of caste certificate and income certificate of parents from time to time
→ due to monetary problem parents are not interested for benefit of this certificate.
 - 4) → Teachers are not interested to solve our learning problems.
→ proper guidance was not given from our family member for higher study.
→ not knowing proper English is the great problem for higher education.
→ low percentage is another problem for admission into higher education.
 - 5) → ~~from~~ low economic background of parents.
→ In-order to solve family problems we join in part-time job which create obstacles in the way of higher education.
 - 6) → some time it helps to solve financial ~~has~~ problems.
→ It also helps us to take coaching ~~as~~ classes for learning difficulties.
 - 7) We utilised the amount for computer classes, coaching classes for learning difficulties.
 - 8) Yes, it helps us to maintain social status by purchasing ~~we~~ well dresses, mobiles, some time in enjoying party with ~~his~~ friends in departmental ~~we~~ activities.

10) It create motivation too continue of our study. It helps us to complete our study.

11) → we complain to our college authority.
→ we visit to district welfare office but result is not good, the amount was not received.

12) It should be given in proper time with in the academic session.

→ Proper awareness programme should be organised about different scheme.

Burda N.A.C (Degree) College : —

15/02/2017

1) Yes

2) Yes

3) ~~to~~ issue of certificate.

4) → minimum number of seats at higher edn which create obstacles in the way of higher edn.

→ we are not given proper guidance ~~or~~ at our secondary and senior secondary level from parents.

→ parents provide admission in college but not interested for our better performance due to low economic conditions.

5) → mostly financial problems we face ~~here~~ because the fees of our college is high than govt. college.

→ social problem.

6) No, because we utilised the amount for other activity like purchase of need material, for family used.

7) → For taking computer classes.
→ for taking ~~coaching~~ ^{coaching} ~~competitive~~ ^{competitive} exam.

8) Yes, we utilise the amount for equal participation in group work, ~~or~~ cultural programme organising party with friends, purchased stationaries to develop our social status.

9) we complain about to our college authority.

10) No. ~~but~~
→ but some time it works as a motivational
interview for parents to continue of our study.

11) The amount should be increased.

12) your family encourage you for higher
education.

→ "No my family wants to ^{take} marry because
my parents think lots of money spend
in higher education and ^{with} this money
they want to ~~take~~ take my marriage".

→ "For the scholarship scheme my family
encourage me for my higher education
but due to low academic performance
I am not able to take admission in
good quality higher institution".

APPENDIX – III

DETAILS OF RESEARCH ACTIVITIES DURING M. PHIL.

PROGRAMME

1. Paper presented on the topic **“Use of Relevant Pedagogy for Qualitative Teaching”** at RBS college of Education, Rewari in DHE sponsored National Seminar on Contemporary Teacher Education System: Multi Disciplinary Perspective on 25 December 2016.
2. Contribution on National Workshop organized by Department of Education, Central University of Haryana, on Examination Reform in Higher Education **“Choice Based Credit System (CBCS): Potential and Challenges”** on November 09-11,2016.
3. Attended and paper presented on the topic **“Inclusive Education: Affirmative Action”** in the National Seminar on the theme “Inclusive Education: Past Present and Future” held at Department of Education, Central University of Haryana, Mahendergarh, Under the MHRD Scheme of PanditMadan Mohan Malviya National Mission for Teacher and Teaching on February 28.2017.
4. Participated in UGC-Sponsored National Symposium on **“Interdisciplinary Discourse in Social Science”** on March 22, 2017 organized by Faculty of Social Sciences, MaharshiDayanand University, Rohstak.
5. Attended and paper presented on **“Plans and Scheme Undertaken for the Welfare of Girls and Women in India”** at DHE Sponsored National Seminar on “Dimensions of Gender Equality and Women Empowerment: Perspectives in Global India” organized by Gaur Brahman College of Education, Rohtak on 27 March, 2017.

6. Research paper published on the topic “**Status of Computer Education at Secondary Schools**” in VAICHARIKI journal, ISSN 2249-8907, Vol. VII, Issue 1, March 2017.