

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, Redhakhol 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.