

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 Puan (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.