



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

" AN EVALUATIVE STUDY OF POST-MATRIC SCHOLARSHIP SCHEME FOR SCHEDULED CASTE AND SCHEDULED TRIBE STUDENTS OF ORISSA "

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ABSTRACT

A summarization of the different points of the various chapters of the entire thesis has been incorporated in this chapter. A summary, being the essence of the total work , contains the gist but lacks the details of logic and presentation. In the present summary, the chapter serials precede the point serials, so, the fourth point of the third chapter is denoted as 3.4 and so on. It is desirable to refer to the main body of the thesis whenever the summarized statements do not seem to convey the total meaning.

CHAPTER – 1: INTRODUCTION.

- 1.1 During post-independence period, there has been a phenomenal growth of education in India in terms of educational institutions, enrolment, teachers and the like; Five Year Plans in India have stresses on quantitative development of education. Despite all these, many children remain away from the educational institutions due to various reasons. To attract such children to the educational institutions various incentive programmes are being implemented in nearly all states of India. In spite of these schemes, the over-all position of enrolment of SC and ST students is far from satisfactory.
- 1.2 The SC and ST communities in Orissa are socially, economically and politically backward. The constitution of India has made specified provisions for safeguard the interests of these SC and ST communities. Strenuous efforts have been made by the Central and State Governments for the upliftment of these communities. Spread of education among SC and ST communities has become the primary concern of the Government for which pre-matric and post-matric scholarship schemes have been introduced.
- 1.3 As no researcher has conducted studies either on pre-matric or post-matric scholarships for SC and ST students in Orissa, the researcher was fascinated to conduct this study.
- 1.4 The present problem was stated as:

“AN EVALUATIVE STUDY OF POST-MATRIC SCHOLARSHIP SCHEME FOR SCHEDULED CASTE AND SCHEDULED TRIBE STUDENTS OF ORISSA”

1.5 the objectives of the study were : (1) to study the organizational structure of post-matric scholarship scheme in Orissa (ii) to examine the on-going post-matric scholarship scheme in respect of periodicity of payment, mode of payment and bottlenecks, (iii) to examine the utilization of post-matric scholarship by the recipients (iv) to study the reaction of the recipients towards the on-going post-matric scholarship scheme, and (v) to suggest some measures, if any, for overcoming the bottlenecks of the post-matric scholarship scheme in Orissa.

1.6 The scope of the present study embraced the sanction, allotment, distribution of post-matric scholarship coupled with reaction of the recipients. This vastness of scope has been covered in six clear-cut chapters, viz., chapter-1: introduction; Chapter-II: Review of related Literature; Chapter-IV: Design of the Study; Chapter V: Analysis and Interpretation of Data; Chapter VI: Summary and Conclusions.

1.7 The present study was limited to (i) the districts of Western Orissa, and (ii) general courses like +3 (Arts and Science) and vocational courses like medical and engineering.

CHAPTER –II: REVIEW OF RELATED LITERATURE.

2.1 Review of related literature is an important aspect of research in the field over the years and thus, avoid unnecessary duplication and replication.

2.2 Some Indian scholars have conducted their research studies on different dimensions of scholarship for Scheduled Caste and Scheduled Tribe students. They were Vishnav (1983) , Gogates (1985), Srivastava (1990), Diwan(1992), Etala (1993), Slave (1993), Pattnaik and Pancraties (1994), and Jalaliu (1995).

2.3 Only one study has been conducted in Orissa on post-matric scholarship so far. Sahoo (2002) conducted this study on scheduled caste and Scheduled Tribe students Sambalpur district at M.A level.

2.4 As no scholar has studied the post-matric scholarship scheme for Scheduled Caste and Scheduled Tribe students of Orissa, the researcher decided to undertake this study.

CHAPTER III: SCHEDULED CASTES AND SCHEDULED TRIBE OF ORISSA.

3.1 In accordance with the provisions of Articles 341 and 342 of the Indian Constitution, the President of India is empowered to specify the Scheduled Castes and Scheduled Tribes for each state or local area.

3.2 Casteism in India is an age –old practice. The four castes namely Brahmin, Vaisya, Kshatriya and Sudra figures in the Hindu society. Besides these four castes, a fifth group emerged also in the society, people of which were regarded as untouchables. Till 1935, these people were known as depressed classes, since 1935, they are known as Scheduled Castes.

3.3 Indian Constitution has put forth many provisions for the welfare of theses Scheduled Castes. Articles 46, Article 164, Article 244, Article 275, Article 330, Article 332 and Article are examples of these provisions.

3.4 the Scheduled Castes are educationally most backward. But after independence, both the Central and State Governments are taking steps for spread of education among these people.

3.5 In Orissa, 93 communities have been notified as Scheduled Castes.

3.6 Scheduled Tribes are the primitive people living in backward areas. In India these tribal communities are dispersed all over the country. These people generally live in forest and hilly areas and isolated hamlets away from the civilized world.

3.7 Many Constitutional safeguards have been made for Scheduled Tribes of India for their socioeconomic, political, cultural and educational upliftment. Articles 46, 164, 244 and 335 are examples of such provisions.

3.8 Due to their isolation from the civilized world, the Scheduled Tribes are educationally backward.

3.9 There are 62 different tribal communities in Orissa of Which 15 are the major tribes.

CHAPTER IV: DESIGN OF THE STUDY.

4.1 Survey method was followed in the study.

4.2 the population of the study consisted of all Scheduled Caste and Scheduled Tribe students reading in general stream (+3 Arts and Commerce) and Vocational streams (Medical and Engineering) in the ten districts of western Orissa.

4.3 The sample consisted of 200 Arts students, 200 Science students, 10 Medical students and 10 Engineering students.

4.4 Different tools used in the study were (i) questionnaire for the students (ii) interview schedule for the head of the institutions (iii) interview schedule for the DWOs, and (iv) interview schedule for the parents.

4.5 Self-made tools were used in the study.

4.6 This section dealt with the scope of the tools.

4.6.1 The scope of the students' questionnaire has been discussed in this sub-section.

4.6.2 The scope of the interview schedule for the heads of the institutions has been discussed in this sub-section.

4.6.3 The scope of the interview schedule for the DWOs has been discussed in this sub-section.

4.6.4 The scope of the interview schedule for the parents has been discussed in the sub-section.

4.7 Description of tools has been made in this section.

4.7.1 Description of students questionnaire has been made in this sub-section.

4.7.2 Description of the interview schedule for the heads of the institutions has been made in this sub-section.

4.7.3 description of the interview Schedule for the DWOs has been made in this sub-section.

4.7.4 Description of the interview schedule for the parents has been made in this sub-section.

4.8 Collection of data has been discussed in this section.

4.8.1 Collection of data from the students has been discussed in this sub-section.

4.8.2 Collection of data from the heads of the institutions has been discussed in this sub-section.

4.8.3 Collection of data from the DWOs has been discussed in this sub-section.

4.8.4 Collection of data from the parents has been discussed in this sub-section.

CHAPTER-V: ANALYSIS AND INTERPRETATION OF DATA.

5.1 Responses from the students have been analyzed and interpreted in this section.

5.1.1 There were 200 students from +3 Arts stream (168 boys and 32 girls); 200 students from +3 Science stream (184 boys and 16 girls); 10 Medical Students (8 boys and 2 girls); and 10 Engineering students (all are boys) in the study. As regards hostellers and day-scholars, all Medical and Engineering students were hostellers whereas hostellers and day-scholars were found in case of +3 Arts and +3 Science students.

5.1.2 There was the provision of full scholarship as well as half scholarship. Majority students received full scholarship as the annual income of their parents was less than Rs. 19,000/-.

5.1.3 The recipients of post-matric scholarship received the scholarship for the whole year.

5.1.4 Reasons for getting the post-matric scholarship were (i) to purchase books (28%), (ii) to purchase dress (4.2%), (iii) to purchase food (7.8%), (iv) to meet study expenses (60%).

5.1.5 The Sc and ST students received the application forms for post-matric scholarship from their colleges.

5.1.6 Generally post-matric scholarship was made available to the SC and ST student towards the end of the academic session.

5.1.7 The recipients of post-matric scholarship used it in a number of ways like (i) Keeping it in the pass book (62.7%), (ii) purchasing books (2.1%) (iii) purchasing dress (12.2%) (iv) giving it to parents (18.5%), (v) clearing the hostel dues (1.4%) and (vi) clearing the loan (3.1%)

5.1.8 All the recipients of post-matric scholarship expressed that the scholarship money was not adequate.

5.1.9 The recipients of the post-matric scholarship that (i) the amount of scholarship should be raised (ii) payment should be made in every month, and (iii) the college will provide financial help at the time of need.

5.2 Responses on different aspects of post-matric scholarship from the heads of the institutions have been analyzed and interpreted in this section.

5.3 Responses from the District Welfare Officers have been analyzed and interpreted in this section.

5.4 Responses from the parents have been analyzed and interpreted in this section.

5.5 Responses from the experts have been analyzed and interpreted in this section.

CHAPTER VI: SUMMARY AND CONCLUSIONS.

This chapter dealt with summary, findings, suggestions, recommendations for further studies and conclusion.

6.2 Findings.

1. Post-matric scholarship is of great help to the SC and ST students which higher education would have been a distant dream for them.
2. Two types of post-matric scholarship and half post-matric scholarship. SC and ST students whose parents annual income is less than Rs. 49,000/- get full post-matric scholarship and Sc and ST students whose parents annual income is in between Rs.49,000/- and Rs. 1,00,000/- get half post-matric scholarship.

3. In post-matric scholarship, a dual funding system is prevalent in Orissa. The central Government fund for some courses while the Government of Orissa fund for other courses.
4. Post-matric scholarship is being given for the whole academic session (twelve months). However, it is sanctioned from the date of admission of the student till June.
5. Post-matric scholarship is made available at the fag end of the academic session which creates problems for the SC and ST students to sustain their studies.
6. The rate of post-matric scholarship has been revised with effect from 1.4.2003 by the Central Government
7. Despite revision of the post-matric scholarship, the Government of Orissa does not pay the post-matric scholarship on revised rates on the pretext of financial crisis. At present, the SC and ST students are getting the post-matric scholarship on old rate.
8. Post-matric scholarship is given in cash in general colleges and through cheque in professional colleges.
9. The recipients of post-matric scholarship do not enjoy any other financial benefits from the colleges.\
10. The parents of the post-matric scholarship holders are hopeful of providing higher and higher education to their wards by this scholarship.
11. The Principals and the AWO play crucial role in post-matric scholarship. Te DWO supplied the forms to the colleges under his jurisdiction and the Principal distributes them among the SC and ST students. Then the Principal receives the filled –in forms with all necessary enclosures from the SC and ST students, scrutinizes them and prepares the sanction order which he sends to the DWO. The DWO consolidates the papers after receipt from the Principals and sends the final list to the State Government for transmission to the Central Government. Hence, it is delayed process.

6.3 SUGGESTIONS

1. As post-matric scholarship is of great help to Sc and STR students, the Government (Central and State) should never think of dropping this scheme.
2. The income limit for post-matric scholarship fixed by the Central Government should continue.
3. The two types of post-matric scholarship (full and half) which are in vogue should also continue.
4. At present, the central Government is funding some courses while the Government of Orissa is funding other courses. This duality should be stopped immediately and the Central Government should bear the entire cost of post-matric scholarship for all courses as many State Governments are in acute financial crisis.
5. The rate of post-matric scholarship has been revised with effect from 1.4.2003. But the Government of Orissa is not giving post-matric scholarship as per the revised rate. This should be suspended immediately and the Sc and ST students should be given the scholarship as per the revised rate.
6. Owing to the price rise in each and every commodity, the rate of post-matric scholarship should be revised in every two years.
7. The on-going mode of receipt of post-matric scholarship should continue. But Sc and ST students should be encouraged to keep the money in their pass books and utilize the money in their studies.

8. In case of delayed disbursement of post-matric scholarship, the Principals should come to the rescue of the SC and ST students. They should help such students by lending money from their Development Fund and should recover it at the time of receipt of the scholarship.
9. Besides post-matric scholarship, the recipients should enjoy other financial benefits from the college (like help from students' Aid Fund and Poor Boys' Fund), because post-matric scholarship does not meet the entire cost of education of these students.
10. Regular attendance of the recipients of post-matric scholarship should be strictly insisted upon and under no circumstances, there should be leniency in attendance.
11. Recovery of post-matric scholarship from SC and ST students should be thought of by the Government.
12. Disbursement of Post-matric scholarship towards the end of the academic session creates problems for SC and ST students. As post-matric scholarship is a delayed process, the matter can only be expedited in the following manner:
 - (i) Post-matric scholarship forms should be made available in the colleges during June.
 - (ii) All admissions should be over by the end of July.
 - (iii) On the day of admission, forms will be made available to the SC and ST students.
 - (iv) Maximum one month (August) should be given to SC and ST students to submit the forms.
 - (v) During September, the Principals will submit the sanctioning orders to the DWOs and the DWOs will submit the consolidated list to the State Government.
 - (vi) The State Government will submit the proposal to the Central Government during October.
 - (vii) During November, the central Government will release the Post-matric scholarship.

6.4 RECOMMENDATIONS FOR FURTHER STUDIES.

The present study is an humble beginning in post-matric scholarship scheme in Orissa, many more other studies can also be conducted on this problem. Some such studies are:

1. "An investigation into the pre-matric scholarship scheme for scheduled caste and scheduled tribe students of Orissa.
2. "A comparative study of pre-matric and post-matric scholarship for scheduled caste and scheduled tribe students of Orissa.
3. "An investigation into the post-matric scholarship scheme for scheduled caste and scheduled tribe students in the neighboring states of Orissa.
4. " A comparative study of post-matric scholarship scheme for scheduled caste and scheduled tribe students in Orissa (any one neighboring sate)"
5. " Impact of post-matric scholarship scheme on the education of scheduled caste and scheduled tribe students"
6. "Post-matric scholarship scheme-its Pros and Cons – A study.
7. " Reaction of Scheduled Caste and Scheduled Tribe students towards the on-going post-matric scholarship scheme in Orissa"

6.5 CONCLUSION

Educational development of the Scheduled Caste and Scheduled tribe children constitutes one of the most important programmes of the national government of India. This particular segment of the Indian population has remained neglected and uncared for over several decades. In the post-independence period, a series of steps have been taken for promoting education among the people of scheduled Caste and Scheduled Tribe communities and there has been quantitative expansion of educational facilities for them. In spite of several special provisions for the scheduled Caste and Scheduled Tribe children, many children of these communities are away from education.

Orissa is the adobe of as many as 62 different tribal communities. Each tribe has its own peculiar cultural manifestations. Next to Madhya Pradesh, Orissa comprises the largest tribal population in the country.

Like Scheduled Tribes, Scheduled castes are another special features of the population pf Orissa. In Orissa, there are 93 Scheduled Caste communities.

To drag the Sc and ST communities to the mainstream is the responsibility of the government which is possible through education. All efforts should be made to spread education among these communities. As these communities are economically backward, government should come forward with all kinds of help which will facilitate their education and one such help is 'scholarship'. Scholarship will, no doubt, be a great boost for those communities to prosecute their studies.

Though Orissa is a poor state, yet the government should neither think of dropping/postponing nor should take any step in lowering the rate of the scholarship..

Improvement of weaker sections of the people is the improvement of the State and the country. Sooner these people will be in the educational institutions, better will be their condition and greater will be the country. Hence Government of India and Government of Orissa should work together for spreading education among Scheduled Castes and Scheduled Tribes. In this context, the views of the Education Commission (1964-66) can be quoted:

**“THE DESTINY
OF INDIA IS NOW BEING SHAPED
IN HER CLASSROOMS”**

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