LITERATURE REVIEW ON SOCIO-ECONOMIC IMPACT OF ADIVASI EDUCATIONAL IMPROVEMENT SCHEMES OF THE GOVERNMENT OF MAHARASHTRA: SLR APPROACH

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Mr. Sagar Ananda Patil[1] (*Author)*
PHD scholar of education Tilak college of education
Savitribai Phule Pune University Pune, India
Dr. Balasaheb D. Mashere[2] (guide*)*
Tilak college of education SavitribaiPhule Pune University Pune, India

Abstract— Scheduled castes in India suffer from cultural and social discrimination. The education was forbidden for them from the ancient time till British rule in India. Education being centered on cultural privileges was not extended to the lower strata of the society. During education, they face problems like lack of motivation, lack of guidance, lack of conducive atmosphere, financial problems and language difficulties. All these problems affect their motivational level and performance in education and ultimately their career of growth. This paper presents the literature review with analytical study of socio impact of educational schemes of Adivasi students specific in Maharashtra region. THE IMPACT of socio and educational policies and their implementation for TRVAL student's specific region in Maharashtra and their parent's decision making feedback analysis on the basis of various systematic literature review determined,

Index Terms— **systematic literature review, educational schemes & policies, tribal situation, analytical study, etc.**

I. INTRODUCTION:

The emphasis on social justice1 and inclusion of socially excluded communities into the mainstream has become more prominent within the policy deliberations of post-colonial governments in India. The idea of social justice has been incorporated into the concept of educational development especially during the post-colonial period. However, disparities between different groups in accessing educational opportunities still persist in all the sectors of education and in fact increase even after the inception of Universalization of Elementary Education (UEE), which is considered as the most significant constitutional commitments in India. In order to achieve UEE, the government of India has initiated a number of programmers and projects 2 Regardless of this commitment, it has still remained elusive and different researches point out that the country has to make substantial efforts to make UEE a reality (Bandyopadhyay, 2006). Education generally means to empower children and adults alike to become active participants in the transformation of their societies. For socially excluded communities like Scheduled Caste (SC) and Scheduled Tribes (STs), education is the sole opportunity to participate in the democratic process and collectively articulate their rights over the resources they are entitled to.

II TRIVAL EDUCATION SYSTEM

This is particularly true for children from tribal communities affected by multiple disadvantages of economic, social, cultural and geographical nature. Tribal populations continue to have one of the lowest enrolments and retention rates as well as learning outcomes in the country, despite more than half a century of interventions to improve their educational status. It is within this context that the present study 'Reviewing the status of education in tribal districts of Maharashtra', commissioned by the UNICEF, and undertaken by the Centre for Budget and Policy Studies (CBPS), Bangalore, unfolds.

- ➢ To analyses the status of school education among tribal populations and review policies and pro- grammes related to the education of tribal children in Maharashtra.
- ➢ To understand the status of educational attainment and factors that contribute, or act as barriers, to higher educational attainment (retention, learning outcomes and completion of courses of study) of tribal children in districts with high concentrations of tribalpopulations

The study included a primary and secondary research component. A comprehensive review of secondary data (i.e. Census, National Sample Survey Office (NSSO), India Human Development Survey (IHDS), and Unified District Information System for Education (UDISE)),critical

literature, national and state-level policies on tribal education and development and state-level budgets for education of tribal populations was undertaken to understand the existing provisioning factors that support tribal students'learning.

Tribal development and marginality are the most pressing issues within the realm of Indian academia. At this juncture it is essential to understand the developmental approaches that were initiated by different policy makers. **Govinda Chandra Rath in his work** ―Tribal Development in India: The Contemporary Debate‖ describes the imperfections in on the lines of **Jawaharlal Nehru and Varrier Elvin.** Nehru's point of view was to eliminate the class based differentiation between rich and poor while Elvin was of the view that the gap between the savage and civilized should be narrowed down **(Chandra Rath, 2006).** Author Kiran Bhatty finds that the schooling cost, which impose substantial burden on families and the low quality of schooling facilities reduce the child's interest in education that primarily account for educational deprivation (Bhatty,1998).

Tribal communities have historically occupied more remote and inaccessible parts of the country which continues to remain a crucial challenge for ensuring inclusive development for these groups today. While distinct from one another, a key factor that differentiates STs from mainstream society is their distinct ways of life, which include differences in socio- cultural and political organisation, though these are undergoing rapid changes as a result of modernization and development (**Nambissan 2000).** This has also put them at a significant disadvantage as these changes have resulted in further cultural and economic marginalization of STs, particularly through the deprivation of their traditional rights over forests and other resources **(Jha and Jhingran 2005; Veerbhadranaika, Kumaran, Tukdeo and Vasavi2012).**

This study is based on research that focuses on understanding the status of school education and learning levels of children in tribal areas of Maharashtra. The Centre for Budget and Policy Studies (CBPS) undertook this study commissioned by the United Nations International Children's Emergency Fund (UNICEF), Maharashtra. UNICEF, Maharashtra initiated the process of commissioning in response to the need for such a study expressed by the government of Mahrashtra.1 The share of tribal population in Maharashtra state is 9.35 per cent of the total population. Tribal populations in the state constitute 10 percent of the total tribal population of India. Tribal groups in Maharashtra have been seeing a decadal growth of 22.5 percent (2001-2011) with 37.9 percent of that growth coming from urban areas of the state. Among the 47 ST groups in Maharashtra.

III. RESEARCH QUESTION
Following research question identified from the extensive literature review are aimed to be answered through this research study:
1. Q1: what are the different educational schemes put forth by the government of Maharashtra for the up-liftment of tribes on the educational front and platform?
2. RQ2: what is the major impact of the government of Maharashtra for improvement in education of tribes, especially on social and economicfactors?
3. RQ3: what are the major challenges faced by schools in implement ting the schemes introduced by Maharashtra government for educational improvement oftribes?

IV. LITERATURE REVIEW,SLR.
A systematic literature review (SLR) identifies, selects and critically appraises research in order to answer a clearly formulated question (Dewey, A. ...Thesystematic review should follow a clearly defined protocol or plan where the criteria is clearly stated before the review is conducted.

Four common reasons for conducting a systematic scoping review are to: (a) examine the extent, range, and nature of research activity; (b) determine the value of undertaking a full systematic review; (c) summarize and disseminate research findings; and (d) identify research gaps in theliterature.

A systematic review article follows the same structure as that of an original research article. It typically includes a title, abstract, introduction, methods, results, discussion, andreferences.

PRISMA stands for Preferred Reporting Items for Systematic Reviews and Meta-Analyses. It is an evidence-based minimum set of items for reporting in systematic reviews and meta- analyses. The PRISMA statement consists of a 27-item checklist and a 4-phase flowdiagram.

Report the numbers of articles screened at each stage using a PRISMA diagram. Include information about included

study characteristics, risk of bias (quality assessment) within studies, and results across studies. Summarize main findings, including the strength of evidence and limitations of the review.

The PRISMA flow diagram **visually summarizes the screening process**. It initially records the number of articles found and then makes the selection process transparent by reporting on decisions made at various stages of the systematic review. Numbers of articles are recorded at the different stages PRISMA primarily focuses on **the reporting of reviews evaluating the effects of interventions**, but can also be used as a basis for reporting systematic reviews with objectives other than evaluating interventions (e.g. evaluating aetiology, prevalence, diagnosis orprognosis).

1.1 SOCIAL ECONOMICIMPACT

Socioeconomic impact assessment is a methodical procedure in which pros and cons for a whole community or various processes are shown and studied. The objective is to explore and evaluate the objective of a given plan/program along with associated eventual impacts (Ramanathan and Geetha, 2012). Basically in this technique socioeconomic cost is evaluated against the socioeconomic benefit. The method is used to evaluate the economic and social impacts associated with product and processes. Moreover, it tries to consider all types of social, economic, and environmental impacts and consequences for all users in a community or society. It considers the view of stakeholders and policy makers before making the decisions. In this method both items, that is, social and economic are incorporated in an environmental impact.

The procedure allows one to recognize and include various impacts to make decisions; however, there are some constraints associated with it. If the potential impacts are found serious and adverse, then the assessment can aid the planner or developer in environmental impact assessment to find alternatives to mitigate or eliminate these impacts (Berkhout and Hertin, 2000). The important socioeconomic components are health and wellbeing, sustainable wildlife harvesting, land access and use, protection of heritage and cultural resources, business and employment opportunities, sustainability of population, services and infrastructure, ample sustainable income and lifestyle, etc. (Socio-Economic Impact Assessment Guidelines,2007).

The main aspect of socioeconomic impact assessment is that all identified impacts are expressed in economic terms. Therefore, this method may differ from other methods in the essence of scientific and technical prospect. Depending on the scope of the problem to be handled and data availability, socioeconomic impact assessment may produce different levels of outcomes that may somehow affect the decisions- and policies makingprocesses.

1.2 ADIVASI EDUCATIONAL IMPROVEMENT SCHEMES OF THE GOVERNMENT OF MAHARASHTRA:

In Maharashtra, there are 43 MADA Pockets and 24 Mini MADA/Clusters There is still considerable overlap between the ATSP and the MADA and Mini MADA /Clusters. To give comprehensive support for people belonging to various tribes in the entire range of production, product development, preservation of traditional heritage, support to both forest and agricultural produce of tribal people, support to Institutions to carry the above activities, provisions of better infrastructure, ... The Adivasi are the indigenous tribes of the Indian subcontinent, who are considered indigenous to places within India within they live, either as foragers or as tribalistic sedentary communities. **The term is also used for ethnic minorities, such as Chakmas of Bangladesh, Khas of Nepal, and Vedda of SriLanka.**

SEIA is the systematic analysis used during EIA to identify and evaluate the potential socio-economic and cultural impacts of a proposed development on the lives and circumstances of people, their families and their communities. If such potential impacts are significant and adverse, SEIA can assist the developer, and other parties to the EIA process, find ways to reduce, remove or prevent these impacts from happening. Impacts are potential changes caused – directly or indirectly, in whole or in part, for better or for worse – by industrial development activities. In the past, EIA focused on direct and indirect biophysical impacts of proposed developments (i.e. impacts of development activities on water, air, land, flora and fauna). In recent years, the impacts of industrial development on society, culture and different forms of economic activity have gained equal importance inEIA.

This chapter reviews the relevant theoretical discussions that frame the analysis of the rights of tribal children in 'Ashram shalas' for their protection and the right to survival.. The second part, addresses the conceptual analysis within the vulnerability framework and its relevance to the wellbeing of children. It will also discuss the role of stakeholders in formulating policy and implementing programmes and how they influence the safety and right to protection of children. In doing so the chapter develops a framework for the subsequence discussion on how tribal

children in 'Ashram shalas' are exposed to danger and denied theirrights.

Kiran Bhatty (1998) addresses the issues of economic constraints, schooling quality and parental motivation which area set of actors that influences the determining factors related to education within a household and invariably affecting the overall picture of educational deprivation at the national level. Author finds an exaggerated emphasis being placed on child labour and inadequate motivation among poor parents as the major obstacles to universalization of primary education. Rather, it is the direct costs of schooling, which impose substantial burden on families, and the low quality of schooling facilities, which reduce the child's interest in education, that primarily account for educational deprivation. In both these aspects - reducing private costs of schooling and improving schooling quality - the state has a crucial role to play. But there are few signs that the government is addressing these problems. This paper appears in two parts. The first part, published here, interrogates the belief that poverty is the main cause of educational deprivation in India, and draws attention to the largely unexplored area of poor quality of schooling as an important factor affecting educationalperformance.

Another TRTI report (2002) discusses issues related to politicians controlled Ashram Schools. The report found out that these schools were poorly managed lacking considerable amount of infrastructure, which has an adverse impact on the children. Therefore, the report suggested that, the government should ensure that Ashram Schools must focus on its prerequisites and government must ensure that it should not be turned out to be a revenue stream that has been designed to be milked by the political class.

Bhalchandra Mungekar (2009) found out few startling facts about the tribal education in India and also recommended elementary education of good quality is imparted to all free of cost and the minimum population norm or criterion, wherever stipulated in any infrastructure scheme, should be relaxed in terms of tribal population.

Yet another TRTI study by G. M. Gare (1988-89)

―**Working** of Aided Ashram Schools run by the Voluntary Organizations in Maharashtra‖, found that in government Ashram Schools 90 percent students belong to ST while in the aided Ashram Schools on an average only 50 percent students (hosteller) belong to ST community. Enrolment of girl student is concerned it has observed that in both schools enrolment of girls found much less as compared to boys. Therefore, he suggested that some incentive to the parents of girls may be provided along with scheme of coaching classes should be implemented and teachers must be provided service training in modern methods.

Ramachandra Sahoo's doctoral study (1992) ―A critical studyofAshramSchoolsofOrissa‖foundthatmerelyopening of Ashram Schools on political or administrative pressure does not solve the problem. The aims and objective of setting up of such schools will be gradually ignored by teachers, administrators and planners. Without providing minimum educational facilities opening new Ashram Schools is likely to be dysfunctional because baring free lodging and boarding facilities these schools are like generalschools.

Another doctoral study by N. Sridhar (2000), ―**Tribal** Education: A study of Ashram schools in Karnataka‖ found that Ashram Schools have been successful in retaining the respondents for longer periods in the school system. These schools were instrumental in bringing out qualitative changes in their attitudes, aspirations, awareness and values.

G. V. Ramama in his doctoral study (1990) evaluates the problems of education among the tribal communities of Andhra Pradesh with special reference to Ashram Schools. He says that developmental programme aimed for tribal communities would succeed only when their critical consciousness is awakened. Education is an essential input in achieving this goal. Further, it also found problems of absenteeism, wastage and stagnation. And it is observed that not all the tribal communities are utilizing this facility equally reasons behind this are shifting cultivation, and located on hills and interior of the forest and absence of physical facilities and non-localteachers.

Nittymol Antony and Sibi David (2014) discuss on elementary education and the system of education in India. Their work also explains different steps taken by the government to improve the quality of education which is inevitable for development of nation and outline the impact of various schemes on enrolment, infrastructure, teaching and learning level of children at elementary level of education. Likewise,

Eric Schaps (2005) found that in-school community building can effectively promote academic motivation and engagement as well as achievement when coupled with an emphasis on academics. Because, community building also promotes social, emotional, and ethical growth and the prevention of problem behaviors, it may powerfully meet the needs of both students and society.

Centre for Budget and Policy Studies (CBPS) study titled
―Residential Schooling Strategies: **Impact on Girls 'Education and Empowerment (2015)** points out that though

several residential schooling strategies exist for girls in the publicly funded school system in India, there is no definite policy on residential schooling in general or for girls in particular. This study reviews literature coupled with validation visits to a few sites and consultations with key stakeholders. The study focuses on formal schools and Accelerated Learning Programme(ALP).

It says that major schemes funded by the union government include Jawahar Navodaya Vidyalaya (JNVs) and Kasturba Gandhi BalikaVidyalaya (KGBVs). Ashram Schools (AS) and Eklavya Model Residential Schools (EMRS) are funded by the Ministry of Tribal Affairs (MoTA) are functioning fairly. In addition to this, both union and state governments have grantin-aid schemes to support exclusive schools for SC/ST children known generally as Ashram schools. The study found that girls constitute little over half the total enrolment inthem.

A working paper (2010) ―School characteristics, socio- economic status and culture as determinants of primary school enrolment in India‖ by Janine Huisman, Uma RaniandJeroen Smits explain the role of socio-economic and cultural factors and of characteristics of the educational infrastructure on primary school enrolment using data for 70,000 children living in 439 districts of 26 states of India. Most of the variation in educational enrolment (around 70 percent) is explained by factors at the household level, of which socio-economic factors are most important. In urban areas, none of the characteristics of educational facilities studied is significantly related to participation, thus indicating that in the cities schooling decisions are hardly influenced by supply-side factors. In rural areas, however, these factors do play an important role. If there are fewer schools or teachers, or if the local culture is more patriarchal, rural children – in particular girls – participate substantially less. Interaction analyses show that effects of factors at the household level depend on characteristics of the context in which the household lives. A major finding in this respect is that in rural areas inequalities between socioeconomic status groups are lower if more schools and teachers areavailable.

 A recent study conducted by Centre for Budget and Government Accountability and Child Rights and You points out that Maharashtra stands behind Bihar and Orissa in budgetary in allocation for education. The state budgetary allocation for education in 2015-16 was merely 2.3per cent, which even behind Bihar and Orissa. From this 1.9 per cent is allocated to Ashram Schools. Interestingly, 69 per cent of the AS fund allocation siphoned as teacher 's salary and 8per cent is earmarked for infrastructure development while Rs.40, 000 is spending on each student. (CBGA & CRY, 2016) As a result, generally, only 23 per cent of the earmarked fund is available for curricular and welfare of students. Here the government seems to be conveniently forgetting the rationale of TSP allocation.

Dutta (2002), reveals about the feasibility of the governmental schemes regarding the improvement of the standard of living of women in India. He views that women are still considered as the misery of society, the unwanted liability. Till today, the attitudes of tribal parents have not changed regarding girl child education. Basically they prefer to send them to work place to earn for their family rather than send to school. The main root at the back of this situation is poverty. That's why various policies and programmes have failed to achieve the best result for thiscommunity.

Mohapatra (2006), made an extensive analysis of the various tribal development problems in Odisha where he observed that during the plan periods, a considerable development of medical and public health facilities have taken place in these areas. But these benefits have not been compatible with the facilities provided because a vast proportion of the people did not avail these services due to superstitions and local hearsay. In fact, in most tribal societies, people believe that diseases are caused by hostile spirits and must be treated by spirituality and therefore prefer traditional medicine men rather than qualified doctors. Similarly, a majority of doctors are also reluctant to go to the interiors and serve in tribal areas

Mohanty (2000), undertook a study on "Development of Scheduled Caste and Scheduled Tribes in Independence India: Leads and Lags". The author has explained the execution of the government plans expenditure for scheduled cast and scheduled tribes for the period of the five year plans to look at whether the scheduled tribes are benefited or not. He revealed that many protective measures have been undertaken for the development as well as the welfare of the scheduled tribes such as shifting cultivation, forest, rehabilitation of displacement families, land alienation, bonded labour etc.in order to ensure political and socio-economical justice. It has been observed that most of the tribal population is under below poverty line and those who are living in the remote deep jungle region have not benefited by the government development schemes. The author suggests that, it is necessary to review all the accessible government schemes to stop loopholes and make strict provision for restoration of alienated land to scheduled tribes. He concluded that right now there is no appropriate assessment and monitoring of the scheduled cast and scheduled tribes development programmes. Hence, it leads to poor implementation and the target groups do not get thebenefits.

Mohanty (2007), in his article reveals that due to shortage caused by decline of traditional forest based deeds pulls

the tribals into the web of indebtedness and bondage. Once the Juang incurs debt from a private moneylender, he is automatically trapped in a net from which he can't escape out easily. Hence it leads to land alienation and loss of all assets he owns. It has been observed that the tribal and their children live and dies in debt. The author opined that this type of situation have changed at present due to the implementation of the tribal development programmes and introduction of Nationalized Banks and Self Help Groups (SHGs).At present, the Juang borrow more from the Baitarani Gramya Bank than the moneylenders. But the implementation of Micro credit through SHGs has not made the life of Juang easy till today. They are still incurring debt from the local moneylender due to lack of awareness.

Routray.S (2015), 'The Status of Women among the DongriaKondh' reveals in his article that the DongriaKondh woman enjoys a high status in their social life. In case of marriage and family bequeath, they have a significant status. It has been observed that a person having more than one wife is considered rich in the society due to additional manpower. Hence women assist in the enhancement of the social and economic prestige of men. In various aspects of social life, the Dongria Kondh women enjoy high status and freedom like in the selection of a husband/life partner, seeking of divorce and so on. But in case of political and ritual sphere, they have low status. Hence for the all-round development of the Dongria Kondh.

Ashram schools are residential schools which impart education up to the secondary level to children belonging to Scheduled tribes. Since 1990-91, the Ministry of Tribal Affairs has been implementing a central scheme known as ashram school in tribal sub plan areas. Under this centrally sponsored scheme, the state government is qualified for the establishment of girls Ashram Schools for 100% funding and Ashram schools of boys in non-Naxal tribal areas for 50:50 ratios. The main objective of the scheme is to provide residential schools for STs including PTGs in an environment conducive to learning and to increase the literacy rate among the tribal students as well as to bring them at par with other population of thecountry.

In August 2004, this scheme was introduced by the govt. of India. Then it was integrated in the Sarva Shiksha Abhiyan programme to provide educational facilities for the dropout and never enrolled children between the age group 10-14 yrs children of SC/ST/OBC and minority groups and families who are under abject poverty. Its objectives are to ensure access and quality education to the girls of disadvantaged group of society by setting up of residential schools with boarding facilities at elementary level and merged with SSA programme from XIthfive year plan, Ist April 2007. In this scheme, there is provision for residential facility and other academic support to be provided to the girls enrolled mainly from the dropped out section in the areaconcerned.

VI. ANALYTICAL STUDY:

The purpose of this study is to identify areas in chosen The central issue to be researched is the socio-economic impact of Adivasi educational improvement schemes of the Government of Maharashtra where survey analysis of data set can be adopted in order to increase the support and solve problems for the Adivasi student's resistance and problemadoption.

Further, the purpose is also to identify what factors that will affect education schemes and their effectiveness in chosen group of students from trival region and how they should be considered in order to enable adoption and their impact also determined.

The following points are mentioned for purpose this study:

1. This is quantitative study for understanding various factors which is responsible for educational schemes & policies and their effectiveness through government of Maharashtra for Adivasistudents

2. The research is data survey based analysis. It consists various 200 students of Adivasi specific area of study is Maharashtra as respondents of sample data set for SPSS analysis through IBM version20.

These have been defined to include operational, systemic and other types of problems faced in the implementation of the schemes by the schools.

The extent of the review visualizes considering:

i)   Schemes of the Maharashtra State for development of Adivasi instructive conditionimprovement
ii)   Socio-monetary effect on the existences of the School understudies
iii)   Challenges in execution of the plans looked by the schools

The estimation of the effect will cover a long term range from 2000 to 2020. Geologically the review will cover Adivasi instructive condition from the whole province of Maharashtra.

The review hopes to make critical commitment via creating new approach and functional contributions for further developing execution of the Adivasi instructive condition improvement.

VII. CONCLUSION WORK

In this paper we have mentioned various literature review on educational policies and their implementation for Adiivasi students in Maharashtra. the various authors represent our feedback and analyses on actual implementation of government of Maharashtra educational schemes and polices and their effectiveness approaches.

A systematic literature review (SLR) identifies, selects and critically appraises research in order to answer a clearly formulated question (Dewey, A. ... The systematic review should follow a clearly defined protocol or plan where the criteria is clearly stated before the review is conducted.

A systematic review article follows the same structure as that of an original research article. It typically includes a title, abstract, introduction, methods, results, discussion, and references.

The development efforts that have left the adivasis with such significant challenges have affected their culture, and culture, in turn, has also affected the process of development. In between the extreme theories of convergence theorists, who claim that development leads to a dominant cultural model, and the theories of the culturalists, who assert that groups maintain their beliefs and practices as they undergo development, lie the social scientists who argue that individuals react rationally to incentives. Accordingly, the guiding principle that determines whether cultural change or persistence is justified in a specific context states that efforts to encourage cultural change or preservation are justified if they are based on uncoerced decisions made by enlightened members of the group in question who are completely aware of the consequences of their decisions and are acting in the best interests of theircommunity.

The main aspect of socioeconomic impact assessment is that all identified impacts are expressed in economic terms. Therefore, this method may differ from other methods in the essence of scientific and technical prospect. Depending on the scope of the problem to be handled and data availability, socioeconomic impact assessment may produce different levels of outcomes that may somehow affect the decisions- and policies makingprocesses.

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