

Pre-and Post-Matric Scholarships Utilize in Scheduled Tribes Students: Sustainable of Education Schemes Beneficiaries

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ABSTRACT

This paper discusses the scheduled tribes (ST) students for government scholarship schemes improvement in sustain higher education. Education is considered as the key determinant for formation of functioning capabilities and enhancing choices and freedom. Without basic literacy and education, people cannot have requisite skills and knowledge for functional capabilities. They also cannot have freedom to choose the life they value most. This consequently Education functionally empowers people and enables them to make informed choices about their lives, seize opportunities and exercise freedom to achieve among alternatives, what is best for them. Many schools in tribal parents areas suffer from high dropout rates. Children either never enroll or attend for the first three to four years of primary school, only to lapse into illiteracy later. The attrition rate is quite strong at various levels of the educational system thereafter. The first step in the education ladder is enrolment, where performance is high for most social groups, except Scheduled Tribes Students .The importance of education as one of the most powerful means of bringing about socio-economic development of the Scheduled Tribes cannot be over-emphasized. The Education Equal access to education for Scheduled Tribes children's will be ensured. Special measures will be taken to eliminate discrimination, universalize education, eradicate illiteracy, create a social justice sensitive educational system, increase enrolment and retention rates of Scheduled Tribes children's and improve the quality of education to facilitate life-long learning as well as development of occupation/vocation/technical skills by Scheduled Tribes children's. The scheme of Pre-Metric Scholarships is demand driven which is implemented through the State Governments as this is a Centrally Sponsored Scheme. This scheme is open to all ST students and is given to enable them to pursue higher studies at Post Matriculation level including technical and professional studies. The objectives of the study To Examine beneficiaries under the Scheme of Pre and Post- Metric Scholarship for Scheduled Tribes students in the country along with To recognition of umbrella schemes for education of Scheduled Tribes students allocations to schemes beneficiaries States .The study is based on secondary sources. The data has been collected from census of India (2011), Annual Reports of Ministry of Tribal Affairs and the Reports of MHRD and published and unpublished records of Government ,Qualitative data is collected regarding Scholarships The tables is used to show the literacy status of tribal's and all social groups of India.

1. Introduction

India is a home to a large variety of indigenous people. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2crores, India has the single largest tribal population in the world. This constitutes 8.6 per cent of the total population of the country (Census of India, 2011).Education is one of the primary agents of transformation towards development. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. It is an activity, or a series of activities, or a process which may either improve the immediate living conditions or increase the potential for future living. It is the single most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. The education is an important avenue for upgrading the economic and social conditions of the

Scheduled Tribes. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life.

Education, especially in its elementary form, is considered of utmost importance to the tribal's because it's crucial for total development of tribal communities and is particularly helpful to build confidence among the tribes to deal with outsiders on equal terms. The educational status of the scheduled tribes and the role of governance in this direction are highly essential. It is well known that the educational background of tribes is very discouraging as compared to the rest of the population. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes

2. Main Objectives of the Study

1. To Examine beneficiaries under the Scheme of Pre and Post- Metric Scholarship for Scheduled Tribes students in the country
2. To recognition of umbrella schemes for education of Scheduled Tribes students allocations to schemes beneficiaries States

3. 3. Research Methodology

An attempt has been made in this paper to analyses Pre and Post- Metric Scholarship for Scheduled Tribes students using purely secondary sources like Census Reports, Ministry of Tribal Affairs Reports Government documents, Books with tables has been used it.

4. 4. Discussion

Education is considered as the key determinant for formation of functioning capabilities and enhancing choices and freedom. Without basic literacy and education, people cannot have requisite skills and knowledge for functional capabilities. The Without education, people will be marginalized and become voiceless and fruitless. Education functionally empowers people and enables them to make informed choices about their lives, seize opportunities and exercise freedom to achieve among alternatives, what is best for them. It expands employment opportunities and freedom of choice. A well educated population, equipped with knowledge and functional skills, is essential to drive higher and inclusive development. Education is, therefore, valued as human capability-promoting, opportunity enhancing and empowerment manifesting human development dimension.

The Twelfth Five Year Plan has articulated the need for expanding educational facilities and improving quality of education at all levels as key instruments for achieving faster, sustainable and more inclusive growth. As educational development is a steppingstone to economic & social development and is also the most effective instrument for empowering the tribals, efforts were made during the year by implementing the schemes with the objective of enhancing access to education through provision the promoting higher learning by providing monetary incentives in the form of scholarships such as Pre Matric Scholarship, Post Matric Scholarship (PMS), thereby reducing drop-out rates at the middle / higher level education. A Scheme of Post Matric Scholarship has been revised w.e.f. 1.7.2010 with modifications in rate of scholarship, income ceiling and grouping of the subjects and continues as an important centrally sponsored scheme to promote higher education among STs.

4.1 Education Attainment and Transition Rate

Education attainment at primary education level can be judged from transition rate to higher education and learning levels in terms of reading, comprehension and mathematics. Transition from 1st to 8th standards of schooling is usually smooth. It may not be so when children have to take transition from 8th to 9th standards schooling onwards. There is a perceptible change in terms of access, financial implications and commitment from parents' point of view. At the same time, the transition from 7th to 8th is critical from student's point of

view as it is a stepping stone for higher education. The transition rate is an important indicator to know how many children enrolled at primary education successfully complete primary education and enter next stage of higher education. It is estimated as percentage of enrolment in class 8th to enrolment in class 7th.

4.2 Primary Education and Secondary Education India

The education system in state similar to in other in the states consists of lower primary classes: I-V, upper primary classes: VI-VIII, secondary: IX and X, pre-university: XI and XII and higher education including professional courses. A primary school is the fundamental and foundational unit of an educational system. The universal primary education requires the fulfillment of following objectives:

- Universal access to primary schools: Availability of primary schools within walking (1km) distance for all children;
- Universal enrolment: 100 percent enrolment entitlement for all eligible children;
- Universal retention: Active and regular participation of all children enrolled without any drop-out until completion of 8 year elementary education;
- Universal achievement: Attainment of minimum essential levels of learning by all children when they complete their primary education; and
- Eradication of gender and social gap in education

The secondary education from 8th to 10th standard is crucial stage in education as it enables students to enter higher education and professional courses to acquire necessary functional capabilities to seize opportunities to lead the lives they want. With the universalization of primary education becoming reality, the focus is now on the universalization of secondary education. In pursuance of this objective, the Eleventh Plan has launched the programme of RastriyaMadhyamikShikshaAbhiyan (RMSA) on similar line of the SSA for primary education to improve enrolment and quality in secondary education. The universalization of secondary education by 2017 is also accorded priority in the Twelfth Plan. As the demand for secondary education is bound to increase in the coming decade, the challenges of universal secondary education would be improving access, enrolment, retention, quality and transition to higher and professional education.

4.3 Education Profile and Levels of Enrolment and Dropout Rate

SC and ST populations were historically deprived of access to formal education opportunities. Since they are resource poor communities, education only plays an enabling role to improve capabilities and employability endowments and thereby improve the wellbeing of these communities. Since independence, the Government pursued proactive and affirmative intervention policies to improve the education status of the SC and ST communities. The Empowerment with the objective of providing more alert move toward on the integrated socio-economic development of the Scheduled Tribes (STs), the most underprivileged of the Indian Society. A number of initiatives and several programmes were implemented by the

State Government, which include free education, hostel facilities, free accommodation and boarding, running special residential schools, awareness and special training programmes, post-metric scholarships, providing admission to meritorious students in prestigious schools etc.

Education is the chief variable in social and economic empowerment of hitherto marginalized SCs and STs. The State Government has, therefore, implemented number of affirmative programmes through Department of Social Welfare, Integrated Tribal Development Program and the SC and ST Development Corporations. In the field of education, besides providing free education up to secondary level, special incentive allowances, pre and post metric scholarships, free hostel facilities, special grants, training programs, free higher education for students of (PVTGs)community. ST students are provided with the primary and higher primary schools both at pre and post-metric level scholarship

The National Programme of SarvaShikshaAbhiyan (SSA) which aims to achieve Universal Elementary Education (UEE) has a special focus on education of the tribal children and one of the super goals of SSA is to "bridge all gender and social category gaps at primary stage by 2007 and at elementary stage by 2010". The problems of education of the ST children vary from area to area and tribe to tribe. Therefore SSA emphasises on area specific and tribe specific planning and implementation of interventions which could meet the learning needs of ST children

The tribal population is at different levels of development with regard to education. Formal education has made very small impact on tribal groups. There are many reasons for low level of education among the Scheduled tribe's group: Formal education is not considered necessary to release their social obligations. Superstitions and legends play an important role in rejecting education. Most tribes are extremely poor. It is not easy for them to send their children to schools, as they are considered additional helping hands. The formal schools do not hold any special interest for the children.

4.4 Literacy

The Literacy It is a well-accepted fact that access to knowledge is crucial to improving the human development status of people. Improvements in literacy levels have positive spin-off effects, such as better health indicators and an increase in productivity, which can increase the income levels of poor people significantly. The Literacy and educational attainment are powerful indicators of social and economic development among the backward groups in India. Currently, the tribes lag behind not only the general population but also the Scheduled Caste population in literacy and education. This disparity is even more marked among Scheduled Tribe women, who have the lowest literacy rates in the country. The male-female gap in literacy and educational attainment among the scheduled tribes is significant. As per Census figures, literacy rate for STs in India improved from 47.1% in 2001 to 59% in 2011. Among ST males, literacy rate increased from 59.2% to 68.5% and among ST females, literacy rate increased from 34.8% to 49.4% during the same period. Literacy rate for the total population has increased from 64.8% in 2001 to 73% in 2011. There is a gap of about 14 percentage points in literacy rate of STs as compared to the all India literacy rate. Gaps in literacy rates in respect of persons, males and females for the years 1991, 2001 & 2011, as depicted in Table No 4 show progressive decline.

Literacy Rates based on Census 1961 onwards, are given below in Table 4., All States registered a decline in literacy rate gap between 2001 and 2011.the Recent studies show that there is an increased demand for education among It is important to note is that in spite of pro-active efforts and remarkable progress during last seven decades, the literacy rates of ST populations still remained significantly lower than literacy rate of the general population the Scheduled Tribes .The increasing literacy rate among these groups, though at a slower pace, is witness to this trend. According to 2011 Census data

Table: 1.Literacy Trends of Scheduled Tribes in India from 1961 to 2011(in Percent)

Census	All			ST			Gap
	Male	Female	Total	Male	Female	Total	
1961	40.40	15.35	28.30	13.83	3.16	8.54	19.77
1971	45.96	21.97	34.45	17.63	4.85	11.39	18.15
1981	56.38	29.96	43.57	24.52	8.05	16.35	19.88
1991	64.13	39.29	52.21	40.65	18.19	29.60	22.61
2001	75.26	47.10	64.84	59.17	34.76	47.10	18.28
2011	73.00	64.60	73.00	71.70	54.40	63.10	14.03

Source: National Commission for SCs & STs, Fifth Report & Census, 2011

4.5 Enrolment Ratio of ST students

Definition of GAR is ratio of number of persons in the class-group to the number of persons in the corresponding official age-group. For example, for class group I-V

$$\text{GAR} = \frac{\text{Number of persons attending Classes I-V}}{100} \times$$

Estimated population in the age-group 6-10 years

For the remaining class-groups of school education, i.e. VI-VIII, IX-X and XI-XII, the corresponding official age-groups were taken as 11-13, 14-15 and 16-17, respectively.

Gross enrolment ratio of ST boys is more than ST girls in all classes. The gross enrolment ratio is higher in class I to V which is 137.2 for ST boys and 136.7 for ST girls but it is only

90.7 and 87 in class VI to VIII. It implies that the tribal enrolment declines significantly in higher class.

Table:2. Gross Enrolment Ratio (GER) in Scheduled Tribes Children's

Classes	ST Boys	ST Girls
Classes I – V (6 - 10 Years)	137.2	136.7
Classes VI– V III(11 - 13 Years)	90.7	87
Classes I X– X(14 - 15 Years)	57.1	49.1
Classes I – XII (16 - 17 Years)	32.96.8	24.8
Classes I – XII (6 - 17 Years)	96.8	92.8

Source-Statistics of School Children, 2010-2011

There is a general tendency among girls of these sections to give up education on clearing fifth class. Another objective of the scheme is to bring down the dropout rate of these girls in schools. The Based on 71 Round (January - June, 2014) survey, conducted by National Sample Survey Office (NSSO), Ministry of Statistics and Programme Implementation on 'Social

Consumption: Education', literacy rate for STs are 67% and corresponding figure for All category is 76%. Literacy rate at all India level for different categories (all ages, age between 10-14, 15-19, 20-24, adolescent (10-19) and youth (15-24) classified for India, gender-wise, for total population and SC / ST in 2011 are given in below Table

Table:3. Literacy Rate of Total Population and SC /ST in India (2011 Census %)

All Categories (age groups)	Scheduled Tribes					
	Male	Female	Total	Male	Female	Total
All Ages	75.2	56.5	66.1	68.5	49.4	59.0
10-14	91.5	89.0	90.3	88.3	84.4	86.4
15-19	89.7	84.1	87.1	85.7	74.6	80.2
20-24	86.2	71.6	79.1	79.6	59.0	69.2
Adolescent(10-19)	90.6	86.8	88.8	87.1	79.9	83.6
Youth (15-24)	88.1	78.0	83.3	82.9	67.1	75.0

Source: Office of the Registrar General, Government of India, New Delhi

4.6 Youth Literacy Rate

Youth literacy rate at All India level, as per Census 2001 and Census 2011 for All and ST population is shown in Table No :ST Youth literacy rate increased from 59.2 % in 2001 to 75% in 2011. Further, there is an increase of 11 percentage points in ST male youth literacy rate. ST female youth literacy rate has shown a significant jump of 20 percentage points in

2011 as compared to 2001. However, gaps still exist between ST youth literacy rates as compared to all population with total gap census 2001 17.2 percentage along with as per the 2011 Census 11.1 Gap one decades decline of gap youth literacy in scheduled tribes in India .

Table: 4. Youth Literacy rate level All and ST population in India (2001 and2011 Census)

Census	2001 (%)			Gap	2011 (%)			Gap
	Male	Female	Total		Male	Female	Total	
ALL	84.2	67.8	76.4	17,2	90.0	81.8	86.1	11,1
ST	71.7	46.5	59.2		82.9	67.1	75.0	

Source: National Commission for SCs & STs, Fifth Report & Census, 2011

Youth literacy rate at All India level, as per Census 2001 and Census 2011 for All and ST population is shown in Graph 4.3. ST

4.7 Up gradation of Merit of ST Students

The objective of the scheme, which functions under the umbrella of the Post Metric Scholarship Studies, is to upgrade the merit of Scheduled Tribe students including PVTG students in classes IX to XII by providing them with facilities for all-round development through education in residential schools so that they can compete with other students for admission to higher education courses and for senior administrative and technical occupations. Under the Scheme, 100 percent financial assistance is provided to the States and UTs for implementation of the scheme

The Ministry in their written reply stated as under:-

"Apart from the two schemes mentioned above, following schemes have been subsumed under single / Umbrella Scheme for the education of scheduled Tribes Children's in India

- PMS, Book, and Upgradation of Merit
- Pre-Matric Scholarship for Scheduled Tribal students
- Post- Matric Scholarship for Scheduled Tribal students
- Construction of Boys & Girls Hostels
- Establishment Ashram Schools
- Vocational Training Centres in Scheduled Tribal Areas

The following statement showing the Budget Estimate, Revised Estimates and Actual Expenditure during the last three years along with the Budget Estimates for the year 2017-18

The Ministry of Tribal Affairs furnished the following statement showing Budget Estimates, Revised Estimates and Actual

Expenditure incurred during the years 2014-15 to 2016-17 along with BE for the year 2017-18

Table:5. Umbrella Scheme for Education of ST(Consolidated) Children Schemes in India
Rs. in crore

Year	BE	RE	Actual EXP
2014-15*	1058.00	1065.85	1058.00
2015-16**	1154.84	1210.64	1173.67
2016-17	1454.22	1627.34	1086.91
2017-18	1597.07	5300.13	3972.28 (as on 31.10.2017)

Note: *2014-15 Shortfall is marginal

** 2015-16 Due to lack of Utilization Certificate (UC) and complete proposals from state Govts

Sources: 1. Standing Committee on Social Justice and Empowerment 2017, March, New Delhi
2. Ministry of Tribal Affairs (2017-18) Government of India, New Delhi

When asked the reasons for allocating substantially less funds under the Umbrella Scheme for education for STs at BE stage for the year 2017-18 when a higher amount was allocated at the stage of RE in the year 2016-17, the Ministry in their written reply stated that based on trends of the previous years, the number of beneficiaries was found to be increasing and consequently, the quantum of funds demanded by the State Governments also increased and arrears was also released to the State Governments and hence higher allocation was made for the year. However, the allocation for 2017-18 is based on the actual requirement for the scheme. The Committee find that under the Umbrella Scheme for education of STs, the amount of Rs. 36.97 crore has been surrendered by the Ministry during last year due to less proposals received and pending Utilization Certificates from the State Governments.

4.8 Pre-Metric Scholarship Scheme for ST Students:

Pre-metric Scholarships For educational advancement and reduction of dropouts from the schools, pre-matric scholarship for ST boys and girls students will be provided. An amount of Rs.1000 for ST students studying from 1st to 5th standard, Rs.1150 studying from 6th to 7th Standard and Rs.1250/- for students studying 8th standard will be provided annually. Rs.1100/- for girl students studying from 1st to 5th standard, Rs. 1250/- studying from 6th to 7th standard and Rs.1350/- studying 8th standard is being sanctioned annually (Table 13.49).

Scheme of Pre Matric Scholarship for needy Scheduled Tribe children studying in classes IX and X was introduced with effect from 1.7.2012. This Scheme covers all ST students

whose parent's annual income is below Rs. 2 Lacs. Scholarship of Rs. 150 per month for day scholars and Rs. 350 per month for hostellers are given for a period of 10 months in a year.

4.9 Significant features:

- Central assistance in the share of 75:25 (90:10 for NER and Hilly States) to State Governments/UT Administrations is available from the Government of India.
- Scholarships are available for studies in India only.
- The State Government/UT Administration to which the applicant actually belongs awards the scholarship.
- The Scheme aims at improving participation of ST children in classes IX and X of the Pre-Matric stage, so that they perform better and have a better chance of progressing to the Post-Matric stage of education.

4.10 Eligibility:

- Student should belong to Scheduled Tribes.
- Her/his Parents' / Gardian's income should not exceed Rs. 2.00 lakh per annum.
- She / he should be a regular, full time student studying in a Government School or in a School recognized by Govt. or a Central/State Board of Secondary Education.
- Scholarship for studying in any class will be available for only one year. If a student has to repeat a class, she / he would not get scholarship for that class for a second (or subsequent) year.

Table: 6. State-wise releases of Grant-in-Aid and number of beneficiaries under the Scheme of Pre-Metric Scholarship for ST students from 2014-15 to 2017-18 (as on 31.12.2017)

SI .No	Name of the States	2014-15		2015-16		2016-17		2017-18 (as on 31,1217)
		Amount releaser	No .of Beneficiaries	Amount releaser	No .of Beneficiaries	Amount releaser	No .of Beneficiaries	Amount releaser
	Andhra Pradesh	1386.00	758.12	1983.00	7902	0	39466	5282.94
	Arunachal Pradesh	0	0	0	0	0	2594	-
	Assam	0	0	0	0	321.33	0	-
	Bihar	688.60	40700	375.00	37095	0	0	-
	Chhattisgarh	3718.00	2286.28	3607.00	225705	0	0	-

	Goa	0	0	0	0	52.64	3721	3.75
	Gujarat	3750.00	200000	3745.76	138465	80.81	188593	3650.84
	Himachal Pradesh	73.00	3996	96.12	5798	51.21	1972	-
	J & Kashmir	0	0	0	700.00	0	6131	-
	Jharkhand	1613.00	93533	0	0	0	91464	1704.53
	Karnataka	0	0	0	0	0	52096	1364.59
	Kerala	0	0	300.00	30010	796.40	14464	-
	Madhya Pradesh	0	0	4300.00	384167	0	151611	2656.76
	Maharashtra	0	0	0	0	0	0	-
	Manipur	496.05	40126	0	0	867.38	22401	-
	Meghalaya	0	0	0	0	0	3273	122.94
	Mizoram	0	0	0	0	336.36	9843	-
	Nagaland	0	0	851.47	42048	0	18780	-
	Odisha	4511.00	203301	4900.00	221243	3376.36	222837	5134.98
	Rajasthan	2383.34	187508	0	0	0	0	-
	Sikkim	7.80	408	0	0	0	297	20.59
	Tamil Nadu	0	0	600.00	53516	0	6602	-
	Telangana	0	0	0	0	0	28966	-
	Tripura	678.75	44598	1303.60	53516	0	16723	232.89
	Uttarpradesh	0	0	0	10856	0	8760	-
	Uttarakhand	0	0	107.00	0	0	5687	104.45
	West Bengal	0	0	0	0	0	29249	-
	Andaman & Nicobar	0	0	0	0	0	325	-
	Daman & Diu	0	0	0	0	0	356	8.03
	Total	19305.533	1118608	2262068	5211,95	8416.64	1134167	22092.59

Sources: 1. Ministry of Tribal Affairs (2016-17) Standing Committee on Social Justice and Empowerment Thirty-Eight Report, Government of India, New Delhi.

2. Ministry of Tribal Affairs Annual Report (2017-18, Government of India), New Delhi

It has been noted from the above information that in the States of J&K, Kerala, Madhya Pradesh, Tamilnadu and Uttarakhand have no beneficiaries under the scheme in 2014-15. Even for the last three years from 2014-15 to 2016-17 there is no beneficiary under the scheme in the States/UTs of Arunachal Pradesh, Assam, Goa, Karnataka, Maharashtra, Meghalaya, Mizoram, Telanagana, West Bengal and Dadra and Nagar Haveli. When enquired about the reasons for not covering the ST students under the scheme in the above States, the Ministry in their written replies submitted as under:-

"The scheme of Pre-Matric Scholarships is demand driven which is implemented through the State Governments as this is a Centrally Sponsored Scheme. The State Government has to raise a demand to the Ministry clearly indicating the number of beneficiaries and the amount required for them. During the annual Project Appraisal Committee meetings, the State Governments are sensitized to submit their proposal to the Ministry of Tribal Affairs, indicating their fund requirement, well in time"

4.11 Post-Metric Scholarship Scheme:

The Post Metric Scholarship Scheme for ST Children is a centrally sponsored scheme providing financial assistance to the Scheduled Tribe students pursuing higher education beyond matriculation levels. The scholarships are awarded through the Government of the State/Union Territory where he/she is domiciled and 100 per cent Central assistance is provided to States/UTs over and above their committed liability. For North-East States committed liability is not applicable. The

Scheme was revised in December, 2010. The income ceiling of parents for their children availing the scholarship has been raised from `1.00 lakh per annum to `2.00 Lakh. The Commercial Pilot License Course (CPL) is also included in the scheme and 10 Scholarships are to be given to the eligible ST

It has the twin objectives of supporting parents of Scheduled Tribe students for education of their wards studying in classes IX and X so that the incidence of drop out, especially in transition from the elementary to secondary and during secondary stage of education is minimized, and to improve participation of ST students in classes IX and X of Pre-Matric stage, so that they perform well and have a better chance of progressing to Post-Matric stages of education. This scheme is open to all ST students and is given to enable them to pursue higher studies at Post Matriculation level including technical and professional studies. This Scheme covers all ST students whose parents annual income is below Rs. 2.50 lakh. Scheme of Post Matric Scholarship has been revised w.e.f. 1.7.2010 with modifications in rate of scholarship, income ceiling and grouping of the subjects and continues as an important centrally sponsored scheme to promote higher education among STs. The last revision of the scheme has been made w.e.f. 01.07.2011 Compulsory fees charged by the educational institutions are reimbursed an scholarship amount of Rs. 230 per month to Rs. 1200 per month are given depending on the courses of study.

4.12 Salient features:

A Centrally Sponsored Scheme implemented by the State Governments and Union Territory Administrations.

- Central assistance in 75:25 (90:10 for NER and Hilly States) to all State Governments/UTs Administrations is available from Government of India
- The Scheme provides financial assistance to the Scheduled Tribe students studying at post matriculation or post-secondary stage.
- Scholarships are available for studies in India only.
- The State Government and UT to which the applicant actually belongs awards the scholarship. The scheme also covers assistance to States/UTs for setting up Book Banks.

4.13 Eligibility:

- Scholarships are paid to students whose parents' / guardians' income from all sources does not exceed Rs. 2.50 lakh per annum.
- All children of the same parents/guardian are eligible.
- Scheduled Tribe candidates who have passed the matriculation or higher secondary or any higher examination of a recognized University or Board of Secondary Education are eligible.
- The scholarships are available for the study of all recognized post matriculation or post-secondary courses in recognized institutions except certain identified training courses like Aircraft Maintenance Engineer's Courses, Private Pilot Licence courses etc.
- Students studying through correspondence courses are eligible to its vision and mission towards the achievement of its organizational goals.

5. Suggestions

The different recommendations prescribed by the researchers are as per the following:

1. Consequently sample associations may endeavor to push the raters to all the more precisely correct and accurate watch on employee's performance, review, and report conduct or behavior. This requires: giving appropriate preparation/training to the raters to lead compelling, unbiased and appropriate performance appraisal, persuading the raters to utilize the framework and system viably, and giving chance to watch their subordinates' performance painstakingly and keenly.
2. Performance appraisal forms might be made more clear, concise, unmistakable and exact, so that these can be effectively justifiable by the evaluator.
3. One of the basic roles of formal performance appraisal/evaluation is to give clear, performance based input or feedback to employees. (Carroll and Schneier, 2002; Ilgen et al., 2009; Larson, 2004). Sample associations may make it compulsory to have more viable performance evaluation framework or mechanism.
4. All the time the true evaluation report put in by a rater isn't reasonably compensated or rewarded. This diminishes the inspiration to carry out the activity completely and truly. Henceforth sample organizations/associations may consider propelling and appreciating the raters for the great job done.

Table: 7. State-wise releases of Grant-in-Aid and number of beneficiaries under the Scheme of Post-Metric Scholarship for ST students 2014 -15to 2017-18(as on 31-12-2017)

(Rs in Lakh)

Sl .No	Name of the States	2014-15		2015-16		2016-17		2017-18 As on 31-12-17 Amount released
		Amount releaser	No .of Beneficiaries	Amount releaser	No .of Beneficiaries	Amount releaser	No .of Beneficiaries	
1.	Andhra Pradesh	5070.01	82091	1986.39	49239	9777.62	65173	7198.11
2.	Arunachal Pradesh	229	630	1137.61	0	1136.32	22564	4314.90
3.	Assam	1114.00	102800	6748.28	116693	266.65	29423	779.00
4.	Bihar	23.00	6463	0	0	0	0	53.25
5.	Chhattisgarh	4086.75	139447	4764.83	146693	2674.82	135586	3218.26
6.	Goa	2.00	1332	356.00	4270	645.00	1924	313.80
7.	Gujarat	3929.23	218000	5520.40	163939	22040.27	192322	12626.74
8.	Himachal Pradesh	237.00	5189	1350.00	8079	931.36	3739	291.00
9.	J & Kashmir	2494.17	21000	2494.17	21000	2587.84	13854	1867/56
10.	Jharkhand	4927.27	81768	0	0	8148.39	63029	1292.50
11.	Karnataka	3691.0	134988	5839.00	140891	8540.00	109943	1987.50
12.	Kerala	647.00	134988	0	0	3122.00	15834	2494.46
13.	Madhya Pradesh	2385.0	188145	3065.0	19176	13054.00	263176	8951.91
14.	Maharashtra	7451.83	175000	6209/93	175000	22092.28	163321	8951.91
15.	Manipur	3615.48	57828	3588.00	66928	3385.20	59995	998.50
16.	Meghalaya	438.00	79011	3274.61	74608	3189.00	59995	770.50

17.	Mizoram	886.00	62410	4927.91	57330	4267.52	42072	1197.75
18.	Nagaland	2329.59	40133	2646.34	45140	1344.00	44404	1215.75
19.	Odisha	4512.00	130960	4050.00	165100	15556.48	176579	770.50
20.	Rajasthan	6440.00	2462,49	10890.43	275669	9800.00	126965	6213.13
21.	Sikkim	414.00	2705	4000.00	3053	938.16	2605	669.45
22.	Tamil Nadu	44.00	11092	2266.86	20060	3061.81	23574	552.50
23.	Telangana	2630.94	171329	9650.00	171329	11483.00	112236	16167
24.	Tripura	974.82	22261	1700.00	28374	1323,90	21001	266.25
25.	Uttarpradesh	56.00	7500	0	0	1057.50	5322	264.74
26.	Uttarakhand	164.00	25269	900.0	27796	5090.57	15401	600.25
27.	West Bengal	237.00	79230	2948.46	73357	0	85901	2507.89
28.	A& N Island	0.75	28	0	0	0	167	0.50
29.	Daman & Diu	1.00	320	0	0	53.63	135586	3218.26
	Grand Total	587884.09	21064403	85714.55	2033741	155567.37	1851338	93553,58

Sources: 1. Government of India, Standing Committee on Social Justice and Empowerment (2016-2017) Thirty-Eight Report Ministry of Tribal Affairs ,New Delhi.
2. Government of India , Annual Report (2017-18) Ministry of Tribal Affairs ,New Delhi

It has been noted from the above information that in the States of J&K, Kerala, Madhya Pradesh, Tamilnadu and Uttarakhand have no beneficiaries under the scheme in 2014-15. Even for the last three years from 2014-15 to 2016-17 there is no beneficiary under the scheme in the States/UTs of Arunachal Pradesh, Assam, Goa, Karnataka, Maharashtra, Meghalaya, Mizoram, Telanagana, West Bengal and Dadra and Nagar Haveli. When enquired about the reasons for not covering the ST students under the scheme in the above States, the Ministry in their written replies submitted as under:-

"The scheme of Pre-Matric Scholarships is demand driven which is implemented through the State Governments as this is a Centrally Sponsored Scheme. The State Government has to raise a demand to the Ministry clearly indicating the number of beneficiaries and the amount required for them. During the annual Project Appraisal Committee meetings, the State Governments are sensitized to submit their proposal to the Ministry of Tribal Affairs, indicating their fund requirement, well in time"

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