REVIEW OF LITERATURE:

A number of studies dealing with the variety of aspects of the Scheduled Castes in Assam in general and Karbi Anglong in particular have already been carried out and published in different books, journals, articles etc. Some of them are reviewed as under to correlate the past knowledge.

Butool (2011) in the book entitled ‘Spatial Dimensions of Scheduled Castes Workers’ focused on the issues of Scheduled Castes work participation in Uttar Pradesh with the regional trends and patterns. He observed that Scheduled Castes population exhibits very high and high densities in smaller area of Eastern and Southern districts with the exception of three districts. He found that work participation was very high both in rural and urban areas in comparison to the work participation rates of total population. Butool is silent about the problem of Scheduled Castes living in the District of Karbi Anglong.

Jaganath (2005) in ‘Organizations of Scheduled Castes and Social Change’ highlighted the role of Scheduled Caste Organizations and Scheduled Castes elites. It is observed that they brought a substantial managerial and structural change in the Indian society. They had played a very important role in social transformation.

Kumar (2006) in ‘Implementation of Scheduled Castes Development Programs, Impact and Status’ highlighted the attempts made by the Government to improve the socio-economic status of the Scheduled Castes population by setting up different committees, commissions, working groups, advisory boards, five year plans etc. But such step fails to improve the employment opportunities and unable to solve their problems.

Rao & Babu, (1994) in ‘Scheduled Caste and Scheduled Tribe, Socio-Economic Upliftment Programs’ highlighted the schemes of socially and economically deprived classes implemented by Karnataka Government. Many problems were identified and discussed while implementing up the programs such as beneficiary misused the assistance due to small amount. While distributing schemes, the staff should take care of their status and the purpose.

Trivedi (1996) in ‘Scheduled Castes Quest for Land and Social Equality’ studied about the quest of land and social equality of Scheduled Castes population of Gujarat. He recommended that the students should be provided with free food grains, land for cultivation, task force member in land committee, job to change occupational patterns, training etc. He also outlines the social background of Scheduled Castes communities.
Gautam (2012) in ‘Education Among Scheduled Castes, Privatization and Enrolment Perspectives in Higher Education’ analyzes various policies, five year plans, enrolment pattern, gap between the Scheduled Castes and general category, gender gap and other in higher education. He highlighted that privatization in higher education has not made any change in the gender disparity among Scheduled Castes in terms of male.

Arora (2012) in ‘Dalit and Economic Reforms’ studied on economic, social, culture and movements of Dalit. Government should re-distribute land to landless peasants. Back-log posts should be filled up among the Scheduled Castes, Scheduled Tribes and OBCs, special component plan should be properly implemented, infrastructure should be developed, and irrigation for unirrigable lands, untouchability to be rooted out and prevention of atrocities act should be strengthened.

Khan (2013) in ‘A Geographical Analysis of Availability of Amenities in Scheduled Caste Households in India’ analyses the availability of amenities of Scheduled Castes households in India. The Government should decentralize the urban schemes and avail it to low facility areas in order to enhance the economic level. Schemes like poultry, sericulture, silviculture, piggery, fisheries, animal husbandry etc, should be started in rural areas.

Kadun and Gadkar (2014) in ‘Social Exclusion-Its Types and Impact on Dalits in India’ pointed out that the concept of social exclusion is a process of blocking the progress of marginalized population. The system of social exclusion had made the Dalits dependable on higher caste. The study pointed out social exclusion still exists in society in other new forms and strategies.

Rao and Satyapal (2011) in ‘Socio-Economic Status, Scheduled Caste and Creativity’ analyzed the socio-economic status of Scheduled Castes and their creativity. They highlighted the flexibility of language creativity among the Scheduled Castes students. He analyzes that socio-economic factors have affected the creative potential among the Scheduled Castes students.

Singh (2015) in ‘Emergence of Lower Castes Associations and Their Role in The Eradication of Untouchability in United Provinces’ highlighted the role of Dalit Associations and its eradication of untouchability among the lower caste in U.P. The British had played a very important role in the upliftment of the lower caste. It has been noted that social and political
mobility was brought by Brahmo Samaj, Arya Samaj, Scheduled Castes Association and Dalit leaders.

Apparya and Patil (2014) in ‘Socio-Economic conditions of Scheduled Castes: A Study in Kulaburagi District’ highlighted the issues and challenges of Scheduled Castes women in their empowerment. These women face triple discrimination from their husbands, Hindu society and their own community members. They are empowered only to some extent in urban areas but isolated in rural areas. Women are self-employed in rural areas by their traditional caste-based occupations.

Roy and Mandal (2015) in ‘Socio-Economic Status of Scheduled Castes in Kanupur Village in Birbhum District’ studied the socio-economic conditions of Scheduled Castes population in West Bengal. He opined that these people depend on sericulture. They entertain very low amount of loan from the bank but, very large amount from the money lenders at high rate of interest. So, Government should avail better facilities of loan to them.

Goswami (2014) in ‘Occupational Structure of Scheduled Castes population in the Brahmaputra Valley, Assam: A Geographical Analysis’ found that work participation among them is discouraging. These people live beside the river, beels and other water bodies. Both in rural and urban areas occupational divergence is developing due to increase of education. Status has transformed but progress is very low.

Dodmani & Biradar (2014) in ‘Problems and Challenges of Scheduled Caste Pre-University Students in Karnataka: A case study of Koppal District’ focused on the problems and challenges of Scheduled Castes students. He pointed out that students of rural areas face lots of problem than the urban areas especially; the girls face more problem than boys.

Lahkar & Datta (2013) in ‘Some Investigations of Educational and Occupational Scenario of Scheduled Castes Population of Assam: A Case Study of Kaiborta (Fisharman) community’ found that Kaibarta community is the largest community of Scheduled Castes population of Assam. The education among the Kaibarta male is very higher than, their female members. Now a day’s, traditional occupation is transforming into agriculture.

Roy (2014) in ‘Educational Status of Namasudra in Assam and West Bengal: A Critical Analysis’ analyze on the educational status of Namasudra’s in Assam and West Bengal. The study pointed out politics is barrier in the system of development to the Scheduled Castes. The
Government should attempt to overcome such variation of development. It also observed that the
general public should be involved in the process of transformation.

Jangir & Meghwal (2013) in ‘Reservation system and Dr.B.R Ambedkar: A study’ made
an analysis on the concept of untouchability, reservation system and influence on the Scheduled
Castes. In his analysis, he pointed that Dr. B. R. Ambedkar have played very important role in
the upliftment of the Scheduled Castes. He has provided a new way of living and overall rise.

Barooah (2013) in ‘Literacy Pattern and its variation among Scheduled Castes Population
in the Brahmaputra Valley, Assam’ studied the literacy pattern and variations of Scheduled
Castes in Brahmaputra Valley and pointed out that the Scheduled Castes population is found in
the rural areas of Brahmaputra Valley. They are living under below poverty line. So, Education
among them is very low.

Bhatnagar & Dwivedi (2013) in ‘Youth among the Disadvantaged Classes’ studied about
their backwardness and reveals that these youths are socially, economically and politically
backward. These youths must be empowered. All the vacant post in the Government office
should be fill up. They are in need of special assistance to be equalized among the other
advantaged groups in the society.

Chandrasekharay & Babu (2015) in ‘Education Status and its impact on development of
Scheduled Castes: An Overview’ analyzed on educational status and impact on the development
of Scheduled Castes and revealed that due to low income, poverty, landless etc. majority of
Scheduled Castes has low literacy in spite of various plans. So, special plan must be brought for
the educational development among them.

Dunn (1993) in ‘Gender Inequality in Education and Employment in the Scheduled
Castes and Tribes of India’ focused on the status of women is more panic than the man. Women
are access with limited educational and employment resources. Hardships associated with them
are due to low income, social limitation etc. So, special provisions of education, employment,
vocational training, loans, credit and child care are required to the Scheduled Castes women in
order to improve their social status.

Deka (2016) in ‘A Study on Literacy Pattern among the Scheduled Castes Population in
Goalpara District, Assam’ analyses on the literacy pattern among the Scheduled Castes of
Goalpara District in Assam. She pointed out that the trends of Scheduled Castes literacy is
increasing among the total population but in case of Scheduled Castes female is decreasing. The
female literacy rate is higher than male. This increase in literacy is due to different literacy programs initiated by the Government for the females.

Das (2013) in ‘Socio-Economic Status of Scheduled Castes in Tripura, A Case Study of Cobbler Community’ studied the enrollment, academic and dropout rates of Scheduled Castes students in Higher Education of Assam. The study highlights the enrollment of females in Arts stream in the college level is lower than male. In the University level female’s enrollment is higher than male. But, in science and commerce the enrolment of female is lower than male, dropout percentage in female are higher than male.

Behera (2015) in ‘A Status Report of Scheduled Castes in Higher Education’ studied the status of Scheduled Castes in higher education of India. The study pointed out that there are endless problem in Higher Education. There is exclusive growth of the nation due to unequal representation of Scheduled Castes. In order to have inclusive growth of the nation government should implement various schemes access to equitable and qualitative Higher Education.

Ashappa (2014) in ‘A Sociological Study of Scheduled Castes Girls in Degree Colleges: A Sample Survey in Kalaburagi City’ studied about the female students of Scheduled Castes in Degree Colleges in Kalaburagi City. The study reveals that female students gets discrimination over male students in their family. The women need Higher Education. The woman feels that, they are discriminated in the society.

Apparaya (2015) in ‘Socio-Economic Conditions of Scheduled Castes: A Study in Kulaburagi District’ focused on the socio-economic condition of Scheduled Castes of Kalaburagi District. The study reveals that discrimination on caste based, atrocities, harassment, untouchability etc. prevails in the society in spite of various legislations of the Government. The study suggests free Higher Education, awareness campaign against atrocities, social inequality etc.

Chouhan (2012) in ‘A Study on Literacy and Educational Attainment of Scheduled Castes Population in Maldah District of West Bengal, India’ studied on literacy and educational attainment in Maldah district of West Bengal. He highlighted that education has played very important role in the transformation among the Scheduled Castes population. The Governments policy and plan have proved fruitful to them. It has been found that the parents are more conscious about the education and job to their children.
Bandhopadhyay & Chowdhury (2014) in ‘In Search of Space. The Scheduled Castes Movement in West Bengal after Partition’ focused on the Scheduled Castes movement in West Bengal after partition of India. He highlighted the Dalits victimhood and protest. The Namasudras and Rajbanshis provided majority of its leaders to the movement. Partition of Bengal didn’t solve their problems but, made it complex. The high caste political elites have dominated the politics of West Bengal.

Rukshana and Alam (2014) in ‘Literacy Differentials among Scheduled Castes and Non-Scheduled Castes in West Bengal, India: A District Wise study’ focused on the literacy difference among the Scheduled Castes and non Scheduled Castes. They highlighted that literacy among the Scheduled Castes are lower than non-Scheduled Castes. Gender gap among the Scheduled Castes is very high due to socio-economic backwardness. They suggested that Government should give more attention in low literate areas.

Das & Hossain (2015) in ‘Socio-Economic Status of Scheduled Castes in Tripura: A Case Study of Cobbler Community’ Studied the socio-economic status of Cobbler community in Tripura state. They found that, the cobbler community is low in numbers, live in a cluster in slams of the towns, cities and carry their occupation as cobbler, unclean works, leather works etc. Their income is very meager and they suggested that Government should keep their eyes on them for their development.

Deka (2016) in ‘A Study on the Educational Status of Scheduled Castes People in Udalguri District with special reference to Rowta Development Block’ studied on educational status of Scheduled Caste people in Udalguri district of Rowta Block. The study reveals that education among the Scheduled Castes is below satisfactory level due to unconsciousness of parents, lack of motivation, shortage of finance and so on.

Murthy and Thakur (2016) in ‘Scheduled Castes Women: Problems and Challenges’ made an analysis on the Scheduled Castes women about their problems and challenges. They observed that women are targeted for violence and discrimination, faced lots of atrocities, rape and murder, female feticide, dowry, sexual molestation, trafficking etc. The study suggests that education should be made compulsory to girl child and freed them from superstitious belief.

Lajwantsingh (2015) in ‘Role of law in the Socio-Economic and Educational Development about Dalits Women: A Study from Western U.P.’ made an analysis on the role of law in the socio-economic and educational development of Dalits women in western U.P. It is
observed that modern work is more satisfied than the traditional work, which made them to get more social contact. It shows that there is inter generational vertical change.

Nirakar and Das (2015) in ‘Community influx: A Study of Patni in Cachar District of Assam’ studied the community influx of Patni. He pointed that Patni community has long tradition of poverty, illiteracy and social discrimination. Their main occupation was based on agriculture but hurdles compelled them to take boating and fishing like occupations. Their economic and social condition is very poor and deprived section of people.

Kumar et.al (2014) in ‘Socio-Economic conditions of Scheduled Caste Workers Working in Leather Tanneries in Vellore District of Tamil Nadu’ studied their socio-economic conditions. He pointed out, these worker are deprived from other sectors worker. These worker need to improve their health condition and health related safeguards in leather industry.

Kaur (2015) in ‘Socio-Economic Mobility among Scheduled Caste: A Study of Village Mugalmagri in Rupnagar District of Punjab’ studied the economic mobility among Scheduled Castes. The study reveals that the globalization and urbanization are likely to change the life style and traditional practice of the Scheduled Castes. In the district both upper and lower castes population participate in social interaction and in exchange.

Kumar (2012) in ‘Dalit Personal’ made an analysis on the Dalits narratives to understand their identities i.e. caste, class, ethnicity, religion, language and gender gap. The study reveals that Dalits narratives are very distinct and different from each others. Their narratives clearly mention about discrimination, deprivations, exploitations and domestic violence in the society, family members and patriarchal domination.

Pangannavar (2014) in ‘Scheduled Castes (SCs) in India’ discussed on various problems faced by Scheduled Castes such as poverty, discrimination and social insecurity, constitutional unsafe guards and schemes, five year plan etc. The study suggests employment, income generating schemes and awareness among the Scheduled Castes people.

Doddasiddaial & Heremath (2013) in ‘Socio-Economic Profile of Scheduled Caste Students in Secondary Education–A Sociological Study’ focused on socio economic status of student in secondary education in Mysore city. This study highlights that they do not differ from the other castes but, they differ only in terms of parent’s pre-dominative traditional agricultural labour. Their parents had very low income and unable to meet the expenditure of the study.
Hamchinamani (2001) in ‘Human Rights Abuses of Dalits in India’ focused on the human rights abuses of Dalits. He pointed out that Dalits still suffer from discrimination and mistreatment by the upper castes and enforcement officials. But the Government of India denies the problem by indicating various laws. They remain as India’s “broken people”. Such affairs are not supported by the domestic law of India and international human rights law.

Wankhede (2001) in the Journal entitled ‘Educational Inequality among Scheduled Castes in Maharashtra’ focused on the status of Scheduled Castes. The study reveals that very meager change has been noticed till today, after the independence of the country. The Scheduled Castes are backward in education due to poverty and lack of easy access of schooling. So, in this context Government has to put his maximum efforts.

Mohanty (2003) in ‘Dalit Development and Change’ studied on the status of ‘Bauris or Bhoi’ a sub-caste of Scheduled Castes in Orissa. This study was based on comparative approach and on empirical method. The study reveals that Government has made a considerable change in social, economic and educational life of the Scheduled Castes people.

Vaid (2005) in ‘Class Mobility – In Indian Perspectives’ attempted to study the patterns of female and male intergenerational class mobility of Scheduled Castes in India to provide change of patterns over time. The study reveals that both men and women attained more stability than mobility. It has also observed that study on mobility of Scheduled Castes is very rare and only few educationists have attempted to study it.

Sahoo (2005) in ‘Rural Development: Scheduled Castes and Scheduled Tribes’ highlighted that both the SC’s and ST’s have suffered from social, economical, political and so on from decades to decades. The Government of India has taken bold steps for their developments, but the real fact is that only microscopic minorities have got benefit. The ground reality is that large chunk of SC’s and ST’s are still suffering from several socio-political problems.

Sharma (2007) in ‘Indian Social Structure and Change’ reveals that the Indian Society is not simply a conglomeration of various ethnic, religion, linguistic, caste based and regional collectives but, the collectives of differentiations in society. This book has attempted to provide a comprehensive and analytical view of the Indian society at large.

Pathak and Pandey (2005) in ‘Scheduled Castes Development: A Study of Special Component Plan (SCP)’ attempted to study the Socio-Economic status of Scheduled Castes in
respect of SCP and Developmental Schemes meant for the Scheduled Castes people. The Study reveals that, still there exists gap between the Scheduled Castes population and the Developmental Schemes.

Naidu (2004) in ‘Empowerment of Scheduled Castes’ attempted to examine the intergenerational disparities in education, occupation, political and social status of Scheduled Castes in Gooty city. The universe of the study consists of 320 SC’s households. The study reveals that the status of Scheduled Castes people has changed in the context of education, occupation, and social, economic and so on.

Singha and Acharya (2014) in ‘Towards Social Change: Essays on Dalit Literature’ highlighted on the writings of Dalit Authors. The study has pointed out that these authors are characterized as a sense of defiance, revolt and assertion of their identity. Their writings are aimed at social change. All the essays in this collection discuss many important themes and bring out issues specific to different regions and add regional flavours to the readers. Some lessons of this book, deals with a comparative study of Dalits and Holocaust literatures, which shares experiences of subjugations, sufferings and tortures.

**RESEARCH GAP:** After review of so many books, journals, articles and so on, a number of research work was found on the Scheduled Castes people in the state of Assam and in other states of India, but no any particular single research works have been is done on the Socio-Political status of the Scheduled Castes people of Karbi Anglong district of Assam.