CHAPTER - II

REVIEW OF RELATED LITERATURE
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References
REVIEW OF RELATED LITERATURE

Scheduled Castes and Scheduled Tribes population have drawn considerable attention of researchers, as the identified weaker section of the society. Several researchers in different disciplines: particularly in Sociology, Anthropology, Economics, Education etc. have been interested in different aspects of Scheduled Castes and Scheduled Tribes population. Studies conducted in different parts of India can be analysed and interpreted from different view points.

While some of the studies have been conducted on exclusively Scheduled Castes population some other are on exclusively Scheduled Tribes population and some other are on both the groups.

As regards the dimensions of investigation the studies have a wide range of coverage like socio-economic conditions, inequalities, status and problem of education, aspirations, scholastic achievements, mobility, plans and programmes, impact of interventions and awareness etc.

A few studies conducted exclusively on Scheduled Castes and Scheduled Tribes and on both (the population) are reported below.

2.1 Studies on Scheduled Castes

Chandrakekharaih (1969) conducted a study on educational problem of Scheduled Castes in rural and urban society and reported that the education is largely affected by economic condition of the family. Chitnis (1974) conducted a study on literacy and educational enrollement among Scheduled Castes of Maharastra with the objective to study whether the investment made by both the centre and States enabled the Scheduled Castes to move nearer to the equality promised to them in the constitution.
and to identify the kind of discrimination and types of difficulties and obstacles encountered by them. Bindu (1974) conducted a study on educational problem of Scheduled Castes in Uttar Pradesh to study the progress in literacy during the plan period and the effectiveness in implementation of different welfare schemes. The study revealed that the literacy rate of Scheduled Castes in Uttar Pradesh was lower than their counterparts in many other States.

Pimpley (1974) studied the educational problems of Scheduled Castes students in Punjab and reported that large number of subjects felt that the Government policy of providing facilities were useful but the programmes were not administered satisfactorily. Soni (1975) studying the educational problem of Scheduled Castes college students in Uttar Pradesh reported that only the literate and the semiliterate families aspire to higher and professional degrees. D'souza's (1980) case study on educational inequalities among the Scheduled Castes in Punjab reported that the inequalities between the Scheduled Castes and rest of the society were due to the long standing socio-economic exploitation of the former by the rest of the society. Goyal (1974) surveyed the impact of socio-economic background of college level Scheduled Castes students on their performance, aspirations, outlook in life, ways of thought and behaviour, reported that their educational aspirations were high and students with better education were receptive to programme for their uplift. Gangrade (1974) conducted a study on educational problems of Scheduled Castes students of Haryana at college level to investigate their socio-economic back grounds and evaluate the changes resulting out of the constitutional provisions for more facilities and economic assistance made available to them and to see what they felt about these facilities. It was found that the Scheduled Castes students due to certain problems inherent in their social background had not been able to take full advantage of the facilities provided by the constitution.
The home environment of Scheduled Castes students were not found congenial for their development. Majority of them had illiterate parents and siblings. Nagaraju (1977) studied certain social factors affecting scholastic achievement of secondary school students of Karnataka and reported that they had a moderate positive self concept and their occupational aspirations were significantly related with their achievement. Pandey (1979) studied education and social mobility among Scheduled Castes to study the functional role of education in bringing about social mobility and reported that the growth of modern education and changing socio-economic status among the Scheduled Castes were closely related to each other. Laxmi Devi (1980) studied the problem of child development among the Harijan of Gujarat, to study the socio-economic status of the Harijan children and to enquire into benefits extended to them, and found that about fifty percent did not attend school due to household work, lack of interest, lack of awareness about education and economic constraints.

Yadav (1981) studied the awareness of Scheduled Castes about the scheme of their educational progress and reported that awareness of heads of family was associated with their educational level of rural areas. Chitnis and Naidu (1981) studied the identity of Scheduled Castes students in Tata Institute of Social Science, to study the relationship between the socio-economic status and the identity of students, and to study the relationship between the level of education and the identity among the Scheduled Castes students. It was reported that the Scheduled Castes students from lower socio-economic status were not really concerned about their low caste and conflict related identity increased with the amount of education they were exposed to.
Upadhyay (1981) studied the problem of Scheduled Castes in Kumaun Hill to explore the prevailing condition and to evaluate the effect of Government welfare measures and reported that even the illiterate parents have shown interest in the job of administrative and professional fields, for their children and the social deprivation, economic exploitation and lack of opportunity, are the primary causes of backwardness. Prajapati (1982) studied the impact of education on socio-economic and political changes among Scheduled Castes in Danapur Sub-Division and reported that education had not been able loosen caste tie and they were still in favour of continuing caste system. They had a feeling that they had been exploited by Officers. Sharma's (1982) study on Scheduled Caste students of Patna University reported, several disparities between Scheduled Castes and other castes students. Waghmare (1985) studied the relationship between educational and social status among Scheduled Castes students, to find out whether Scheduled Castes graduates bettered themselves up in social status due to graduation, and it was reported that the status of the family from where the sample was drawn, was poor. It was observed that it was not the caste system but the attitude developed by the people of the upper castes which was the main hurdle in the way of achieving social equity.

Mishra (1991) conducted a study on the relationship between the education and the social status of Scheduled Castes students of Cuttack district in Orissa, attempted to identify the possible factors affecting the social status of Scheduled Castes graduates in Orissa and revealed that due to limited aspiration, job insecurity and poverty, the majority of the Scheduled Castes respondents are not encouraged for higher education. Kakkar (1990) studied on personality characteristics and educational problems of Scheduled Castes students, found that Scheduled Castes students have all those personality characteristics which are needed for
progress in life, rather they were higher than non-Scheduled Castes counterparts. Aggarwal (1992) studied on Social, Psychological and educational study of Scheduled Castes students studying in High School of Lucknow city, studied the socio-economic status, self concept and occupational aspirations of Scheduled Castes students. It was reported that Scheduled Castes students to be inferior to non-Scheduled Caste students in terms of socio-economic status, self concept, occupational aspiration and academic achievement. Shree Rammurthy (1997) has studied the poverty alleviation programme of Scheduled Castes particularly through prawn culture and Mittal (1998) has studied the role of female education in the status improvement of Scheduled Castes in rural Haryana.

A critical review of the above studies reveals that the prime causes of backwardness of Scheduled Castes are due to prolonged social and economic exploitation, lack of considerably positive self concept, poor educational status and inadequate aspiration and awareness in them.

2.2 Studies on Scheduled Tribes

A few studies conducted on the Scheduled Tribes are reported below.

Chattopadhyay (1961) studied the intelligence of tribal and non-tribal children of Tripura, to make a comparison between the tribal and non-tribal school going boys and reported that both the groups were generally backward. Bose’s (1963) study on tribal adolescent of West Bengal Himalayan Regions revealed that children of middle socio-economic class were educationally backward with religious communal feelings and flexible inter tribal group relation. Srivastava (1968, 1970, a, b, 1982) conducted study on education and modernization among the Munda and Oraon of Ranchi; developmental needs of the tribal people; identification of
educational problems of Saora of Orissa and problems, aspiration, values and personality pattern of tribal students of Mirzapur. The primary objectives of these studies were to find out the educational problems, role of education in modernization and the developmental needs of tribes. It was observed that the students of Mirzapur had a narrow range of awareness of occupation; the uneducated Munda or Oraon were traditional and not receptive to new ideas, some of the tribes were conscious of the value of education and there was communication break. Consumption of intoxicants had a vital role in social system. Pratap, Raju and Rao (1971) conducted a study of Ashram school in tribal areas of Andhra Pradesh to assess the real value of the programme from the point of view of parents and teachers. Desai (1974) conducted a study on a profile of education among the Scheduled Tribes of Gujarat, to find out the State of literacy and the change in literacy during 1961 and 1971 and reported some progress in enrollment. Lakra (1976) had a study on impact of education on the tribal of Ranchi district to investigate the changes occurred due to education in their socio-economic and political spheres and reported some benefits through education. Desai and Patel’s (1981) study on Ashram schools of Gujarat was to assess the extent of utilization of the Ashram school facility by the local tribal children and reported that school creates awareness about education, awareness regarding their profession, and social and political roles and the innovations in agriculture.

Phadke and Shukla (1981) studied the impact of Higher education on the tribal students of Vyara college, to examine the impact of higher education on the tribal students and reported that higher education influenced the self-interest of the tribal students. Masavi’s (1976) study on wastage and stagnation in primary education in tribal areas was conducted to identify the causes of wastage and stagnation, and observed that by and large, socio-economic conditions, ignorance among tribal parents, ill-
equipped teachers, are the primary causes of wastage and stagnation. Nambissan's (1983) study was on education and occupational mobility among the Bails of Rajasthan, to understand the nature and magnitude of educational opportunity between tribal community. It was found that the economic status of the households appeared to be a crucial factor behind inequality of educational opportunity. Joshi (1985) conducted a study on socio-cultural and educational conditions of Adivasi in Kerala to survey the socio-economic and educational conditions of the Adivasi (tribals) to rate the awareness and cooperativeness with developmental agencies, receptivity to progressive ideas and attitude of the target group, and found the socio-economic conditions as the causes of their low profile in different aspects.

Singh (1982) conducted a study on impact of education on social change among the tribals of Ranchi and found that the educated tribals had changed their way of living, thinking and doing. They had gained consciousness towards modernization and westernization. Education had proved to be an instrument for social change among the tribals. Panda (1983) conducted a study on, an empirical study of education of tribal in Orissa to understand the usefulness of education in tribal life and reported that public community institutions were very rare in villages. Poor communication with other villages and illiteracy were found among population. Pandey's (1981) study on social aspects of Academic achievement and aspiration of Scheduled Tribes student to analyse socio-cultural factors which determined academic achievement, academic aspirations and occupational aspirations. It was reported that due to cultural backwardness, gap between the school environment and family background, the tribal students could not avail proper educational opportunities. They were led to the poor academic aspiration and occupational aspiration of educational opportunities provided to them.
constitutionally. Chand (1985) studied on, a comparative study of various Naga Tribal pupils in relation to their self perception, socio-economic status, vocational and educational aspiration and academic achievement, to find out differences in self-perception, vocational choices and academic aspiration of three tribes of different socio-economic groups. It was found that socio-economic status did not influence the vocational choices of the tribes and self perception also differed significantly. The boys had similar educational aspiration than girls. Choubey (1991) studied on, a comparative study of personality factors, academic adjustment and scholastic achievement of socially high and low deprived tribal youth in Rajasthan, reported that there did not find any difference in the personalities and academic adjustment of these two groups. Ambasht and Rath (1995) studied effect of household community and school factors on the enrollment, retention and achievement of Scheduled Tribes children at Primary level to find the effect of the cluster of household and school factor on achievement of Scheduled Tribes children. Chandra Kumar (1996) studied the policies, programmes and structures of tribal development in India. Bohra (1998), Vijay (1998) had conducted studies on tribal development programmes. Bohidar (1998) studied the problems of tribal education in the context of National Policy of education.

Critical review of the studies reported above reveals that the Scheduled Tribes are considerably backward in social, economic, educational and political front, a few studies have reported intellectual backwardness among them. Several programmes have been launched by the Government, the advantage of which could not be availed of by the tribals due to improper exposure and awareness. Education was found to be the most influencing factor in changing their style of life and living. Educated tribals were found to have better socio-economic status.
2.3 Studies on Scheduled Castes and Scheduled Tribes

Adiseshiah and Ramanathan (1974) conducted a study on the educational problems of Scheduled Castes and Scheduled Tribes in Tamil Nadu, to evaluate the Government policies for the education of Scheduled Castes and Scheduled Tribes (students). It revealed that the percentage of literacy increased to some extent within a decade from 1961 to 1971. Desai and Pandor (1974) studied the Scheduled Castes and Tribe High School students in Gujarat for assessing the status of the Scheduled Castes and Scheduled Tribes students in the institutions of learning and identifying the kinds of discrimination and types of difficulties and obstacles that they faced. It revealed that majority of students belonged to the economic status which was neither so good nor so bad. Dubey (1974) conducted a study on the Scheduled Castes and Scheduled Tribes college students in Assam, to investigate the socio-economic background of the Scheduled Castes and Scheduled Tribes college students of Assam and to study the impact of aspiration, performance, way of life, participation in other activities and their feeling and opinion about their own status etc.

Chitnis (1974) studied the educational problems of Scheduled Caste and Tribe, college students in Maharastra, to assess the status of the Scheduled Caste and Scheduled Tribe students in the institutions of learning and to identify the kinds of discrimination and types of difficulties and obstacles that they face. Lal (1974) conducted a study on the Educational Progress and problems of Scheduled Castes and Scheduled Tribes college students in Rajasthan, to study their social background, their impressions about the status of Scheduled Castes and Tribes, awareness about reservation of jobs for them, and evaluation of programmes that the Government undertook for their welfare. It revealed that huge majority of Scheduled Castes and Scheduled Tribes lived in villages. The Scheduled
Tribe students had awareness of the reservations for their jobs in Government institutions.

Parvathamma (1974) had the study of Scheduled Caste and Scheduled Tribe college students in Karnataka, to study the socio-economic background of the Scheduled Castes and Scheduled Tribes college students of Karnataka and its influence and their performance, opinion about Governmental facilities and educational aspiration. It revealed that the students were aware of reservation and exposed to mass media. Rajagopalan (1974) studied on the educational progress and problems of Scheduled Caste and Scheduled Tribe students in Karnataka, to assess the status of Scheduled Caste and Scheduled Tribe students and their socio-economic conditions and reported that educational aspiration of Scheduled Tribe students was very high and in many other respects they did not differ much from the Scheduled Castes counterparts. Rath and Mishra (1974) conducted a study of Scheduled Caste and Scheduled Tribe college students in Orissa to assess the types and extent of educational problems and to evaluate the Government policies for education of Scheduled Caste and Scheduled Tribe students. It was reported that the Scheduled Castes usually had poor economic and educational background. Sachchidananda (1974) conducted studies on Education among Scheduled Castes and Scheduled Tribes in Bihar for assessing the status of the Scheduled Caste and Scheduled Tribe school and college students and to identify kinds of discrimination and types of difficulties and obstacle they faced. The studies revealed that in case of school students educational aspiration of Scheduled Tribe student was higher than their Scheduled Caste peers but occupational aspiration showed an opposite trend. Scheduled Tribe students were more exposed to mass media communication than Scheduled Caste students. Both regarded Government policy in operation useful. In case of college students
most of them had high academic and occupational aspiration, exposed to mass media and were aware of reservation policy.

Singhi (1975) conducted a study on Educational Problems of the Scheduled Caste and Scheduled Tribe school students in Rajasthan to assess the kinds of discrimination and difficulties faced by Scheduled Caste and Scheduled Tribe school students with regards to their status and identity. It was reported that although they had positive attitude towards Governmental programmes, they expressed dissatisfaction with regard to implementation of these programmes. Lakshmanna (1975) studied the Scheduled Caste and Scheduled Tribe High School students in Andhra Pradesh, to study the condition of Scheduled Caste and Scheduled Tribe students and the extent facilities provided for them had benefited them. George (1975) conducted a study on Educational problems of the Scheduled Caste and Scheduled Tribe college students in Kerala, to study the facilities available to them and their perception. It was found that reservation on the community basis needs to be changed to considerations like backwardness and parents needed to be educated about the Governmental programme for the utilisation of resources. Nayar (1975) conducted study on the Scheduled Castes and Tribe High School students in Kerala to suggest measures to achieve better and quicker result with their implications to the present policy and method of implementation. It was found that the occupational aspiration were related to father's encouragement and education, and self suggestion. Joshi (1980) studied the educational problems of the Scheduled Castes and Scheduled Tribes of Baroda district, to study the educational problems of Scheduled Caste and Scheduled Tribe students arising out of socio-economic environment and their level of aspiration and perception of the school and school task. It was found that maximum parents were illiterate and were small farmers or landless labourer, but they had a positive attitude towards education.
Prince (1981) conducted a study of aspiration for education in the pupils from the deprived community in the schools of Tamil Nadu, to estimate the level of aspiration for education of the deprived community pupils and it was found that backward community pupils had highest level of aspiration. There was a highly significant relationship between the level of scholastic achievement and socio-economic status and the level of aspiration for education. Tripathy (1981) studied on the Educational Development of the Scheduled Castes and Scheduled Tribes of Madhya Pradesh since independence to 1973, to have a total picture of the development of education of the Scheduled Castes and Scheduled Tribes community in the State and it was found that the rate of increase in the enrollment in respect of the Scheduled Castes and Scheduled Tribes was higher than the general. Waghaye (1983) conducted a comparative study of attitude of Scheduled Caste and Scheduled Tribe pupils towards education and found that pupils of both the groups had interest in school education and had a positive attitude towards the educational system. Emmanuel (1986) conducted a study on programme for changing the awareness of social realities among the backward castes in Orissa, to develop a programme for helping backward class persons in a village in Orissa, to be aware of the social (exploitive) realities in which they lived and it was reported that the verbal behaviour of the participants changed qualitatively as a result of the intervention, while the pre-intervention verbal behaviour of the participants was centered on their survival needs and reflected a great deal of fatalism. Parmar (1986) studied on sociological study of social values and aspiration of students of colleges of rural background, to make sociological analysis of values and aspiration (in educational, economic and political dimensions) and reported that educational aspiration was of medium level. Positive relationship seemed to have existed between social class, caste and sex and aspiration for professions and income. Venugopal (1989) studied the participation of the Scheduled Castes and Scheduled Tribes in the adult
education programme and reported that significant differences existed between Scheduled Castes and Scheduled Tribes groups regarding the following factors; psychological, economic, instructional, teaching learning materials and miscellaneous. Mishra (1990) studied the status of Harijans in tribal and caste context attempted to a comparative evaluation of the status of Harijan and reported that status of Harijans had changed towards some respectability, no longer suffer from humiliation. Sharma (1991) studied the adjustment problems of the Scheduled Castes and Scheduled Tribes and revealed that girls and not boys, face adjustment problems in the emotional and academic fields. Saxena, Singh and Gupta (1995) conducted a study on school effectiveness and learner's achievement at primary stage found that Scheduled Castes and Scheduled Tribes children to be lower than non-Scheduled Castes and Scheduled Tribes children in terms of their achievement in language and Mathematics. Bhowmick (1997) conducted a study on public policy in India, for the Scheduled Castes and Scheduled Tribes. Barua's (1998) study was on folk market: A study on transcultural centres in a tribal belt of Western Assam. Bohra (1998) studied the alleviation of rural poverty through Integrated Rural Development Project in Rajasthan with special reference to Jajpur and Kota regions. Chandramurty (1998) conducted an analytical study of the social impact of Integrated Rural Development Project programme in R.R. district of Andhra Pradesh. Joseph (1999) conducted an analytical study of some causes leading to educational backwardness of Scheduled Castes and Scheduled Tribes pupils.

A critical examination of the findings of the studies reported above revealed that in many a respect i.e. socio-economic, educational etc. Scheduled Castes and Scheduled Tribes both the groups are more or less equally backward. On matters of aspiration Scheduled Tribes were found more aspirant than Scheduled Castes, a few researchers have observed that
due to ignorance, lack of awareness, improper ambition and lack of education, the target group, Scheduled Castes and Scheduled Tribes could not take the advantage of the programme launched for them. Some researchers have observed, the necessity of educating the parents, to help the children avail the necessary benefits of the programmes implemented for them. Almost all the researchers studied the impact of education on their development and reported a positive equation between the variables.

2.4. Studies on Special Features of Scheduled Castes and Scheduled Tribes

Researcher studies on Scheduled Castes and Scheduled Tribes can be organised and reported in different ways. In the last few pages studies have been organised and reported in-terms of the population of the studies i.e. studies conducted exclusively on Scheduled Castes, exclusively on Scheduled Tribes and on both.

The related literature can also be reviewed on certain prime variables i.e. studies on the socio-economic conditions, awareness pattern and aspiration of the Scheduled Castes and Scheduled Tribes separately. A review of researches in such modes may facilitate observation of the phenomenon with greater precision.

A few studies on the distinct features of Scheduled Castes and Scheduled Tribes are reported below:

2.4.1. Studies on Socio-economic Conditions of Scheduled Castes and Scheduled Tribes

(1977), Joshi (1980), Laxmidevi (1980), Prajapati (1982), Nambissan (1983), Joshi (1985) have studied the socio-economic condition of Scheduled Castes and Scheduled Tribes in the different parts of India i.e. Uttar Pradesh, Gujarat, Haryana, Kerala, Rajasthan, Bihar, Orissa, etc.

Analysis of the findings of these studies reveal that:

- By and large the Scheduled Caste and Scheduled Tribe people belong to low socio-economic status.
- They were educationally backward and possessed religious and communal feelings.
- They had failed to take full advantage of the facilities provided by the constitution.
- Most of the Scheduled Castes, Scheduled Tribes were landless labourers and cultivators.
- The rate of illiteracy was very high among them.
- Most of the Scheduled Caste, Scheduled Tribe college students were from village areas with low socio-economic and educational background.
- The Scheduled Castes were in favour of caste system and continuance of reservation policy.
2.4.2. Studies on Awareness Among Scheduled Castes and Scheduled Tribes

The studies of Lal (1974), Parvathama (1974), Sachchidananda (1974), Yadav (1980), Joshi (1985) and Emmanual (1986) are a few which were conducted to study the awareness among Scheduled Castes and Scheduled Tribes. These studies were conducted on Scheduled Castes and Scheduled Tribes of Rajasthan, Karnataka, Bihar, Kerala, Orissa etc. and revealed that:

- Scheduled Castes and Scheduled Tribes had considerably low awareness of the developments around them.
- They were backward in their socio-economic and educational conditions.
- The awareness of households depended on education level.
- Through intervention, verbal behaviour of the participants changed and awareness was developed.
- School was found as the major source of awareness.
- Both Scheduled Caste and Scheduled Tribe students consider Government policy in operation as useful.
- The college students of both the categories were more exposed to mass media and they were aware of reservation policy.
2.4.3. Aspiration of Scheduled Castes and Scheduled Tribes


- Due to lack of educational opportunities, Scheduled Tribes had low educational and occupational aspirations.

- There was close relationship between educational aspiration and social class, caste and sex. Boys were more aspirant than the girls.

- School and college going youth had high educational and occupational aspirations.

2.4.4. Education among Scheduled Castes and Scheduled Tribes

These studies were conducted in different population scattered in various parts of the country i.e. Bihar, Kerala, Uttar Pradesh, Punjab, Orissa, etc. The findings of these studies revealed that:

- Most of the Scheduled Caste and Scheduled Tribe households were illiterate and had low literacy rate.

- The Scheduled Castes, Scheduled Tribes had not taken full advantage of facilities, provided by the constitution due to problems in social background.

- Most of the Scheduled Caste and Scheduled Tribe students were from illiterate and semi-literate family with poor economic and educational background.

- Among Scheduled Castes there was close relation between modern education and socio-economic status. The higher the education, the better was the socio-economic status.

A critical review of the findings of the studies reported above indicates that even after half a century of Independence and constitutional provision to safeguard and improve their interest, the Scheduled Castes and Scheduled Tribes have continued to remain as a weaker section of the society. The constitutional provision and the developmental programmes designed for the Scheduled Castes and Scheduled Tribes are considerably extensive. A good number of programmes have been launched since Independence till date. Certain limitations are observed by researchers in the implementation of these programmes. Further it is reported that the Scheduled Castes and Scheduled Tribes have not been able to take full advantage of the facilities available to them. Some of the researchers have
observed, lack of awareness is the prime cause of their incapabilities to take the advantage of benefit. Besides a few researchers observed that the Scheduled Castes and Scheduled Tribes do not have very high aspiration in the true sense of the term. A few researchers who have reported higher aspiration among Scheduled Castes and Scheduled Tribes, such aspirants are educated one, studying in schools and colleges. All these reasons can be attributed to lack of education and high rate of illiteracy, as such, phenomena are reported by almost all researchers.
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