CHAPTER VI
REVIEW OF RELATED LITERATURE
CHAPTER VI

REVIEW OF RELATED LITERATURE

According to Agrawala (1975):

"Study of related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and opinion that are related to individuals' planned research project." (P-108)

He has listed eleven important reasons for which related studies should be made.

i) The review of literature is the basis of most of the research projects in the Physical Sciences, Natural Sciences, Social Sciences and Humanities.

ii) A review of the related literature gives the scholar an understanding of the previous work that has already been done.

iii) The results of the review actually provide the data used in research.

iv) It enables us to know the means of getting to the frontier in the field of our problem. Until we have learnt what others have done and what still remains to be done in our areas, we can not develop a research project that will contribute to furthering knowledge in our field.
v) A review of literature would develop the insight of the investigator. The information thus gained will save the researcher's much time.

vi) The importance of review is quite obvious in delimiting the research problem and in defining it better.

vii) The review of literature will give the students the insight he needs to convert his tentative research problem to specific and concise one.

viii) A review of literature can help the research worker in making him alert to research possibilities that have been overlooked.

ix) In the process of reviewing the literature, the student is on the alert for finding out research approaches in his area that have proved to be sterile.

x) The review of literature provides with an opportunity of gaining insight into the methods, measures, subjects and approaches employed by other research workers. This in turn will lead to significant improvement of our research design.

xi) A careful consideration of the chapter entitled recommendation for future research in various studies guides us regarding the suitability of a problem and in assisting us delimiting our research problems.

The history of research work on tribal life and
problems in India traces back to remote past. Sporadic efforts launched by individuals or voluntary organisation, have shed much light on tribal problems and challenges to tribal development. However, systematic research work on tribal educational problem have been taken up in recent times highlighting the educational need of the tribals and the obstacles of educational development of tribals. A review of the related literature in tribal education will immensely benefit the researcher to find out ways and means for his work.

In his study Bramha(1953) has dealt with the working of different types of schools in Assam. He has felt that primary schools are sufficient in number in the tribal areas but in regard to secondary and higher education much remains to be done. He has mentioned the difficulty of finding qualified teachers for tribal areas. Reservation of seats in Colleges, Schools, and technical schools has been suggested. He has opined for arrangement of training in different occupational trades like carpentry, blacksmith, weaving etc. for tribal students.

Biswa (1954) has given valuable suggestions on the methods and medium of instructions. He has described the types of education to be given to tribals. There should be vocational bias in tribal education.
Elwin (1962) describes in detail about the school programme, school building, types of schools, equipments and environment, medium of instruction, right type of teachers and compulsory primary education. Some administrative problems have also been considered. Technical education, education for girls and information about scholarship etc. have been discussed.

Bose (1963)'s study on socio-psychological background of adolescent children of West Bengal, Himalayan region, in relation to co-curricular participation, revealed that the children belonged to middle socio-economic class and were found to be educationally backward, with religious and communal feelings and there was no rigid inter-tribal group relations. They were found to be low in moral and firmly communal due to thwarted social need, flexible in the aspect of emotion and temperament and without any congnisable extent of economic frustration. The efficiency of group processing technique was proved in physical education class in building up a better psychological, structure for social and personal adjustment in the formative ages (14 to 16 years for tribal children).

In his study Hari Mohan (1963) has discussed on residential high school of Bihar. He has mentioned about school building, its management, caste-wise, class-wise and
year-wise enrolment of the students, examination results and other aspects of the school life like sports, hostels daily routine and cultural programmes.

Bapat (1964) has depicted his experience acquired in his profession as a teacher, analysed the present educational system and elicited the defects in it. He has suggested the type of education for tribal children and adults. He has ascribed reasons for the slow progress in the field of tribal education. He has also traced girls education. Objectives of adult education have been laid down and suggestions on various educational measures have been wisely put forward.

Srivastav (1970) has aimed at identifying the developmental needs of certain tribal communities with a view to providing base materials for planning and administration of welfare schemes. One of his findings was that better education can lead to the betterment of the economic condition both being complementary to each other. Communication is a big impediment in the development of the tribal areas.

Ambashat (1970) ascertains the impediments that hinder promotion of education among tribal children. He has observed that tribal girls give every kind of help to their
mother at home. While boys are busy in collecting minor forest products and firewood, grazing cattle, hunting and fishing and during agricultural season they work in the fields with their parents. As such they have neither much time to attend schools nor do they have the money to afford schooling.

In his study Sachidananda (1974) aims at identifying the kinds of discrimination and the types of difficulties the S.C. and S.T. students faced, to know the opinion of those students about the official measures taken for their betterment. The major findings regarding the tribal were that the girls who came for education in schools were comparatively less in proportion. Awareness of these students showed their general lack of enthusiasm for co-curricular activities. The tribal students did not have adequate exposure to mass media. Although, they had positive attitude towards governmental programmes they expressed dissatisfaction with regard to implementation of the programme.

Adiseshiah and Ramanathan (1974) conducted their study on educational problem of S. T. in Tamilnadu which has relevance for Orissa. The aim of their study was (i) to collect reliable and relevant information to assess the
types and extent of educational problem of S.T. schools and college students (ii) to make an objective evaluation of the Government policies for education of S.Ts. (iii) to suggest measures to achieve better and quicker results with their implication to the present policy and method of implication.

Singh, Pandey, Dubey and Yadav(1974) conducted a study on 240 students and 64 teachers of secondary school of Eastern Uttar Pradesh. The study aimed at surveying the condition of education amongst the scheduled caste and scheduled tribe students of secondary schools, assessing their status, socio-economic background performance at school, feeling of social distance and teachers opinion about their intelligence and identifying the types of difficulties and obstacles faced by them. It was found that a majority of students did not have congenial home atmosphere for proper study. About 63% of the teacher felt that the students were poorer in intelligence than other students.

Singh(1974) conducted his study with 187 S.C. 173 S.T. students and 159 teachers of Secondary School in Rajasthan. The specific aim of the study was to assess the status of S.C. & S.T. students of Rajasthan, identify the kinds of discrimination and the types of difficulties they faced to know the opinion of these students about the
official measures taken for their betterment. The major findings regarding the tribals were that the girls came for education in comparatively higher age. Awareness of these students about scholarship was low. The participation of these students showed their general lack of enthusiasm for co-curricular activities. The tribal students did not have adequate exposure to mass media. Although they had positive attitude towards governmental programmes they expressed dissatisfaction with regard to implementation of the programmes.

Valunjkar(1975) conducted his study on 139 tribal school students of Maharashtra to find out the educational problems, interest, choice of school aptitude, aspiration and motives of the tribal school children. It was found that participation of tribal students in extra-curricular activities was low. Majority of the respondents were not aware of reservation of posts in the Government and they also did not know any one among their friends and acquaintances holding such posts. Majority of them were indirectly exposed to mass media. Teachers were of the opinion that the tribals were poorer in studies than the other students, and for this home experience of the respondents was regarded as mainly responsible. They favoured provision of special facilities like reservation of
admission to colleges as well as reservation of jobs.

Rathnaih(1977) conducted an investigation into the structural constraints of tribal education in Andhra Pradesh. He found that geographical barriers and inadequate school and hostel facilities in the tribal areas had been largely responsible for slow progress of education of the tribals. Another significant finding of this study was that the rate of drop-outs was found to be phenomenal in the schools in the tribal areas. He further pointed out that the appointment of teachers, the medium of instruction, curriculum syllabi and textbooks followed in the schools in the tribal areas were the same as those of the schools in the plain and were not adopted to the local condition of the tribals. A few parents who sent their children to schools expressed that education had been creating a peculiar situation where the educated were not able to secure jobs in modern section and were also lost to their traditional ways of living.

Lakshmanan(1977) conducted a study on tribal and scheduled caste school students in Andhra Pradesh, mainly with a view to knowing the causes of drop-outs. He interviewed the teachers also. More or less he got the same result as in case of other state tribals regarding the interest, future study, public life, school and hostel life
etc. However, the teachers came out with the following reasons: Chronic diseases, general weakness and partial blindness, lack of general interest in studies, poor grasping power and low academic performance, weak in many school subjects, caste inferiority, partly undesirable social influences, impolite behaviour towards teachers, heavy syllabus, lack of co-curricular activities and lack of sympathy on the parts of teachers - these were responsible factors which hindered the educational development.

Nayar (1975) performed his study with 245 Scheduled Caste students from 20 schools, 193 S.T. students from 18 schools, 120 teachers and 38 Head masters of Kerala. The major findings were - economically the tribal students were in more comfortable position than the S.C. More than 25% tribal students studied 3 to 4 hours daily and this study-habit was found to be promoted by better financial position, higher educational aspiration and non-participation of extra-curricular activities. The report in the class increased with the Higher grade and both stagnation and wastage were more among tribals. About 88% of tribal students considered the scholarship scheme as useful and 79.2% considered the scholarship inadequate. The teacher favoured reservation of admission in the college and jobs for tribal students.

Ekka (1973) investigated the problems of high
school tribal girls in the district of Sundargarh. She found in her study that most of the tribal girls of the district continue their study in the hostel managed by missionaries. Most of the girls read only to avail educational opportunities provided for the tribal population by the Government. She also concluded that tribal girls while getting education like to remain in hostels as they get better boarding and lodging facilities and clothing, books and other facilities from the Government. Most of the girls from the sample reported that they are not able to follow their teachers fully in the class. Moreover, she suggests that financial assistance should be given to the tribal parents. The educational institution should be supplied with modern facilities (e.g. toilet facilities, furnitures) and better administration etc. The teachers should be from the tribal community by which they can contribute better for the welfare of their own fellow members.

Das (1964) has given a historical report of the development of Adivasi Education in Orissa since independence which provides a clear idea on the fate of tribal education in Orissa.

Rath and Mishra (1974) conducted study of scheduled caste and scheduled Tribe college students in
Orissa. They found that the tribal students were not deriving the best benefit from the classroom teaching particularly in college level. They also found that in spite of all publications regarding reservation of jobs, 15% of them were completely ignorant about it. There seems to be greater social distance between the tribal and non-tribal students with regard to selection of friends. Most of them select friends from among themselves. About one third of the sample felt that there was some kind of discrimination against them. Two third of the students did not consider the educational facilities as useful or adequate. About 77% of the students were of opinion that the schemes were not satisfactorily administered.

Mishra(1975) points out that there are four main factors of motivation for educating the tribals :- i) Government assistance, ii) Desire to improve the socio-economic status, iii) Desire for education and iv) parental goading.

The objective of the study of Panda(1989) were i) to understand the usefulness of education in tribal life, ii) to findout the nature of impediments and hurdles to the overall educational programme of the tribal people of Orissa and iii) to impart successful education to the tribal student. The major findings were 1) villages had poor
communication with other villages and they were crowded with different sections of tribal population, 2) The educational qualification of teachers of the school showed that the percentage of trained post graduate teachers both in northern and southern Orissa and in total school sample was equal, 3) The media facility provided for the tribal children was very poor, 4) A majority of the teachers felt that the syllabus was not suitable to the daily usage of the tribal children, 5) There was not regular inspection cadre for the inspection and supervision of school teaching for the school managed by Harijan and Tribal Welfare Department, which created a lot of hindrance in smooth management, 6) The amount of stipend was very low and should be enhanced keeping in view of the present condition of the society.

The major objectives of the study of Komila(1985) were i) to evaluate the facilities of Harijan(H) and Tribal Welfare Department(TWD) High Schools taking Education Department(ED) school as the criterion. ii) to evaluate the extend of stagnation of students in these two type of schools (iii) to evaluate the students achievement(attitude, scholastic achievement, personality characteristics, interest and level of occupational aspiration) of students of H and TWD High Schools taking the students of ED High School as criterion.
The major findings were - (1) per capita expenditure for S.C. & S.T. students in H and TWD schools was better in annual examination result in both type of schools. (2) S.C. & S.T. students showed unfavourable attitudes towards school, classmates, teachers, curriculum, science teaching in those classes where their number was smaller than that of other caste students. (3) S.C. & S.T. students of H. and T.W.D. school showed greater interest in artistic and social service area. (4) comparision of level of occupational aspiration revealed that S.C. & S.T. students in H & T.W.D. schools were inferior in comparision to other Caste student.

Patel(1991) conducted a survey on tribal education in India with special reference to Orissa. Some of his major findings are i) The general strategy of universalising primary education has not yielded the desired target in the remote tribal pockets of Koraput, Keonjhar, Kalahandi, Mayurbhanj and Phulbani and the tribal people are still unaffected by the general survey of literacy programme. ii) As against the accepted ideology it is found that wastage and stagnation are the greatest problems of education, particularly the school education in tribal areas, iii) Utilisation of the educational facilities has not kept pace with the rapid expansion of the educational system, tending towards a lopsided ill-balanced development
on the tribal educational front, iv) the small group of literates produced by the educational system in these areas (tribal) is too tiny to become a catalytic agent for generating new cultural or economic progress.

Though high-sounding proclamations for the education of the socially disadvantaged are there, efforts for implementing the policies into real action are quite lacking. The tribals who constitute a major disadvantaged community of India are still wallowing in poverty and ignorance. NPE-1986 has expressed pious desires for their educational upliftment. But no persistent systematic endeavours have been made, and often the policies meant for them are kept in cold storage. To make the matter worse no recognised institution or individual have ventured to research into the tribal educational problems vis-a-vis NPE-1986.

Data are also not easily available in formulating any idea or conducting research work. As such there is complete lack of literature in connection with tribal educational and no research work has so far focussed on the implementation of National Policy on Education - 1986 with particular emphasis on tribal education.