CHAPTER I
INTRODUCTION
1.1 Importance of Education

"Development does not start with goods; it starts with people and their education, organisation and discipline" (Belshaw).

Education is a word in itself as also reflection of the world at large. On the one hand it is subject to mobilise its production strength by ensuring its development of human resource. Education has contributed to the density of the societies in all phases of their development, significantly enough, education has never itself ceased to develop.

Education is the process of living through continuous reconstruction of experiences. Education in the widest sense includes everything that exerts formative influence and causes young person to be, at a given point "what he is?" It develops his innate power from infancy to maturity in such a way that he can adjust himself to environment, and can, also control and improve it.

Education is the phase of social process which is fostered by a society for the purpose of preparing its members for life. With the growth of civilisation our life
is becoming more and more complex. Our society is dynamic and its needs are also dynamic. In order to adjust to such a society, man has to make himself dynamic and flexible. Thus, education strikes a balance between individual and society and makes these functioning complementary to each other rather than the contradictory.

Every country has developed its own educational system, which may meet the requirement of the individual, society and the country. A welfare state (such as India) is bound to investigate all possibilities of using the various forms and means to satisfy the increasing demand in the field of education and more in the area of Schedule Castes and Schedule Tribes.

India has one of the largest concentration of tribal population. As per 1991 census the total population of Schedule Tribe was 60.1 million and indicates that only 7.76 per cent of the total population of the country was Schedule Tribe. The major concentration of tribal population continue to be in the North-Eastern Himalayas belt as well as in Orissa, Madhya Pradesh, Gujrat, Rajasthan, Bihar, Maharashtra and Himachal Pradesh.

In our constitution, it is provided that there should be no discrimination on the basis of religion, caste, colour and creed and all efforts would be made to
provide equal opportunities to all sections of the people. Schedule caste and Schedule Tribe have been the depressed classes from the ages and so the constitution provided certain special safeguards for Schedule Tribe (along with SC and Backward Classes), either especially or by way of general right of citizens, with the objective of promoting their educational and economic interests and of removing certain social disabilities, that they have been traditionally subject to. Since Independence, the Central and State Government has been following a policy to protective discrimination and taking several measures for their upliftment and welfare. We accept education as one of the key mechanism for development, not only for tribal, but also of the society at large.

A number of articles in the constitution of India provide proper benefits for the tribal people. The Article 46 states;

State shall promote with special care for the educational and economic interest of the weaker section of the society, and, in particular of the Schedule Castes and Schedule Tribes, and shall protect them from social injustice and all forms of exploitation.

Tribals, usually are easy prey to exploiters. So apart from attaining a higher level of development and establishing equality in terms of levels of living for the
tribals with the rest of the economy, one has to be particular about the objective of elimination of all forms of exploitation as well. It is here that education has a vital role to play. Without proper education, it is not possible for any person to protect his interests. Some tribal and tribal areas have moved ahead and have reaped the benefits of development and social welfare measures. The benefits of science and technology have not reached them. All these tasks require a broad base of educational efforts. Thus, education in tribal areas is an essential input for providing effective protection to the tribal community during the present transitional phase, for enabling them to take advantage of science and new technology.

Education both formal as well as informal is one of the important agent of social change. It is more so among the Schedule Tribes, those who are relatively isolated from the larger society and predominantly engaged in agriculture. Education is the factor, which exposes them with information about many matters relevant to life in our age. Education also opens up on a venue which enables them to enter the non-agricultural sector for earning their livelihood. In tribal world formal education is comparatively of a recent origin. But this does not mean that, there is no system of education among the tribal living in the different parts of the world.
The Education Commission (1966) also observed that it is the responsibility of the educational systems to bring the different social classes and groups together and promote the emergence of an egalitarian and integrated society. Instead of providing good education to all children for at least to all the able children from every stratum of society, it is available to a small minority which is usually selected, not on the basis of the capacity to pay fees. Now most of the states in India have accepted their obligation to provide at least free and compulsory education to their citizens. Article 26 of the Universal Declaration of Human Right, 1948 declares:

Every man has right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be generally available and higher education shall be equally accessible to all on the basis of merit.

Article 46 regarding the welfare of tribal people declare various protective measures for well being of tribal people, which promotes their educational and economic benefits, and protects them against social injustice and exploitation.

Besides the above mentioned article (26 and 46), the other articles (335 and 945) also related to the
reservation in recruitment (Article 335) and free and compulsory education for all children until they complete the age of 14 years (Article 45). Some schools tried to attract tribal children to school by providing mid-day meal, clothing, small amount of pocket money, supply of free books and reading material. Most of the States in India have accepted those obligations to promote at least free and compulsory education to their citizens.

In conformity of these articles (26, 45, 46 and 335), the Government of India has given priority to tribal educational policy and the Himachal Pradesh State has also laid special emphasis on the provision of free and compulsory education for all children up to the age of 14 years by 1998. Reservation in recruitment are provided under various development programmes to protect them from social injustice and exploitation.

1.2 Concept of Schedule Tribe:

The Schedule Tribes i.e., that community which have been listed as much over the past 45 years or so have been a distinct constitutional category. They are drawn from all of four racial stocks, the Negrito, the Proto-Australiods, the Mongoliod and the Caucariod. They lived in harmony with their environment. In spite of wide ranging variations among them, in terms of bio-logical, linguistic and
cultural traits and their affinity with non-tribal communities in various regions, the Schedule Tribe today are a distinct political community, which is keen to preserve and develop its 'identity'. The notion of ethnic identity is applied to this community.

Different views and different definitions on the concept of tribe are as under:

1. A tribe is defined by the Oxford Dictionary, as "a group of people in a primitive or barbarous stage of development acknowledging the authority of a chief and usually regarding themselves as having a common ancestor."

2. The New Encyclopedia says the term tribe commonly signifies, "a group of people speaking a common language, observing uniform rules of organisation and working together for common purpose."

3. According to Everyman's Encyclopedia, "tribe is generally used to denote a group of primitive or barbarous class under recognised chiefs."

4. The term tribe was taken over by anthropologist, "tribe was applied to people who were considered primitive, lived in backward areas and did not know the use of writing."
5. Mazumdar as a sociologist describe a tribe as, "a collection of families or group bearing a common name, the members of which occupy the same territory, speak the same languages and observes certain Taboos regarding marriage, professions a well assured system of reciprocity and mutuality of obligation."

From the above definitions following inferences can be drawn:

- First the tribals are earlier inhabitants on the land.
- Secondly, each tribal community has not developed their own language.
- Thirdly, they possess a culture common to them, though it varies in different regions/localities. Social and political customs and obedience to an elder member of the tribal community, called tribal chieftain.
- Lastly, they have been isolated from mainstream of the tribal escaped from the humanisation of caste system also (George and Streelinmar).

In the present study the researcher has taken the concept of "Tribal People" as given by our constitution.
1.3 Review of Literature

The Survey of related literature helps the investigator to develop 'insight and making him alert to the research possibilities that might have been overlooked. The present review is based only on those investigations which are directly or indirectly related to the problems under investigation.

A few studies have been conducted on this area, which is related to Tribal Education and their development.

Backward Class Commission (1950) pointed out that the slow progress of education among the tribes in India is due to inadequate provisions of schools for these communities. The tribals generally live in inaccessible areas in small and scattered villages and for that reason schools can not be provided in all the villages.

In the post independence period, to safeguard the constitutional directives, government provided incentives for research work on tribal people. As a result of this many research studies were undertaken by T.B. Naik (1956), G.S. Ghurye (1959), D.N. Majumdar (1969), Burman (1970), B.R. Roy (1970), G. Nag (1970), P. Vidyarthi (1970), N.K. Bose (1971), Sachidananda (1979), Furer Halmendarf (1982), K.S. Singh (1982), etc. All these studies were in the form of ethnographic monographs only. They did not discuss the
problem which have been emerged due to development of national economy, spread of education and modernization.

Naik (1969) conducted the study on the children of upper crust of Bhill society in Madhya Pradesh. He found that the children of Bhill society has been able to go to school and take advantage of the scholarship and hostel facilities made available to them by the government more than the lower and middle socio-economic status groups. Further, he found that enrolment of children from larger families were more in school than from the smaller families. He proposed that extensive field study should be undertaken with regard to social background, the social values and the occupational aspiration of the tribal people.

The co-ordinating committees funded two survey studies in eight states comprising Andhra Pradesh, West Bengal, Gujrat, Tamil Naidu, Orissa, Panjab and Rajasthan. The studies show that the tribals and Schedule castes have lagged behind in education from other communities. Ghurey M.S. (1959) found that the educational backwardness of tribals was largely due to their isolation and poverty (M.S. Ghurye, 1959).

Mulatkar (1973) studied on the "Education in tribal Culture" and concluded that, "modern education can succeed in tribal areas only when it seeks to cover the different
facts of tribal life, therefore, educational development should form a part of the general development programme."

Chithis (1978) in her studies of the educational problems of deprived groups of Maharashtra argues that the tribal students have not succeeded in availing of the educational facilities given by the government. She says that the present educational system brings the tribals in the national mainstream but at the same time alienates them from their own society. The present systems of education is fraught with many problems and the fate of the Schedule tribe in general is least likely to be improve with the acquisition of education available through it... if tribals are to be liberated from their backwardness it may be necessary to postpone programmes of literacy and numeracy in their education and accord priority to programmes that make them acquire their existing situation, conscious of their rights, and knowledgeable and confident enough to fight for their rights.

S. Chhidananda (1967) in a study of "educational problems Schedule caste and Schedule tribes in Bihar" examines various aspects of these problems in respect of college and school students. He also pointed out that irregularity of attendance and extent of dropout is much power in the case of ac-cultured tribes. The study provides
important ideas for a change in educational strategy. Srivastva (1967) has attempted to find out the attitudes of the Paraja and Kondhla tribes in four villages of Orissa towards the education of their children, housing facilities and family income. He found that the poverty of the tribal areas, is the main factor for their educational backwardness.

N.K. Ambasht (1970) also studied—the problems of tribal education in Ranchi District of Bihar. He found a close relationship between education and economy of the tribal communities.

Lal (1972) and Masavi (1976) of TRTI conducted studies on wastage and stagnation among tribal students at primary stage. The finding of these two studies revealed that wastage and stagnation among tribal students at primary stage are due to socio-economic conditions, language problems, lack of interest in study and truancy.

Toppo (1979) while studying the development of education among Oran tribals of Bihar, observed that lack of academic atmosphere at home and lack of continued interest of teachers in tribal students are responsible for slow progress of their education.

Desai (1980) has worked on educational development of the Schedule Tribes of Gujarat. He found that the
enrolment of tribal students at all levels of education has increased, due to the educational facilities provided by the government. According to him education has proved to be an effective agent of change among the tribals.

Shah and Patel (1981) found that the reasons for two percentage of attending schooling of tribal girls are: occupational and household activities, poor economic conditions and negative attitude towards girls education.

Ghanshyam Shah (1981) in his study on education among the Schedule Tribes of rural areas of Gujarat found that fruit of education has been evenly distributed among all social and economic strata of the tribal society. The middle and rich farmers have taken greater advantage of the educational facilities than the poor cultivators and labourers. Majority of the students of these strata are still deprived of schooling. The education among the tribal females is significantly very low.

Vidyut Shah (1982) makes a review of tribal education in Gujarat for a century. In his concluding remarks he says that several studies on tribal education to a level which would be at par with the education imparted to the other member of the society is a story of failure. Tara Patel's (1982) study is primarily on education among tribal women and found out that literacy is a very crude
indicator of educational development and shows that after independence, tribal women were the most disadvantaged group. In their enrolment at the entry point they have yet a long way to go with regard to their enrolment in the post primary classes and some improvement in educational attainment. The educational development of people in the tribal sub-plan area was found to be generally very low, and the educational development of females was found much lower than of males. There was a strong problem of wastage and stagnation among them. In confirmation with the findings of Shaw and Patel (1981), he found that the lack of educational facilities in the village is a reason for no schooling, irregular attendance and failure in examination and indifferent attitudes of parents towards schooling of girls responsible for drop-out after a failure in examination that it would be possible for the society to dampen, to a certain extent, the influence of social class if it could increase the level of awareness in the target group, especially when the society extents financial and other assistance for education.

Karkoty (1982) studied the educational development of Bodo-Tribes. The main objectives of the study were:

- to assess the existing pattern of education and the educational facilities,
- to examine different educational attainments and
to identify the structural variables which become obstacles to education among the Bodo. The major findings were:

- the primitive way of living had kept them away from the path of modern development,

- the unfavourable geographical conditions hampered their educability and this would be overcome by providing suitable hostels,

- the socio-economic status aspects played important roles in respect of the educability of the children,

- negative attitude towards girls education was another set-back,

- the present curricula is unattractive to the tribal children,

- large scale wastage and stagnation among students,

- regarding vocational and technical education the enrolment of Bodo Tribes was not satisfactory and extreme property was the main problem of backwardness in tribal education.
Joshi (1984) studied the development of education in tribal area of Dule District from 1961-81. The objective of the study were:

(i) to trace the development of education in tribal area and
(ii) to find out the factors which facilitated educational development and hampered it in these areas.

The major findings of the study were:

- inadequate provision of school adversely affected the educational development of scheduled area,
- irregular supply of incentives affected the enrolment and retention rate adversely,
- low income,
- lack of confidence,
- lack of planning in opening new schools,
- lack of supervision,
- educational development was adversely affected in term of wastage and stagnation and
- irregular functioning of schools in the tribal area.

In another study conducted by Tara Patel (1984) among the tribal of Gujarat shows that "a major constraint of the tribals living in small communities is that either
they do not have a primary school in their own community of residence and their children have to walk a certain distance to attend school in a nearby village or that they have a single teacher, one room school wherein the students of two or more classes sit together for their education. And if the teachers in such a school happens to commute from another places his irregularity in attendance leads inevitably to irregularity and lack of interest among students.

Sharma R.C. (1984) studied on "Effect of Incentive Schemes on SC/ST girls." The study aimed to find out effect of different incentives like free uniform, text books and boarding and lodging facilities on enrolment of caste, tribe and girls students. The study revealed that as a result of the incentives, there was an increase in enrolment among boys of the 6-14 age group at primary schools. Thus, incentive had a positive effect on enrolment at primary stage.

O. Parvathamama (1984) made a survey on education of children and constitutional benefits and found out that majority of SC and ST respondent in the survey did not agree to the suggestions that educational benefits damage their self respect and on the other hand they felt that except for the statutory provision their lot would not have improved but remain the same to be exploited for all time to come.
Krishna Rao (1986) conducted a case study of seven tribal area schools with respect to assessing the functioning of school in the tribal area; position of teachers; their qualification, experiences; teacher student ratio; teachers and parents attitude towards tribal children attending the school; assess the magnitude of wastage and stagnation; identify the problem faced by the teachers and elicit their suggestions for propagating the education among tribals and also assess the socio-economic status of parents and their attitude towards teachers, children's education, employment, etc. The findings of the study were:

- teachers were satisfied with the incentives provided to the students by government and parents were also satisfied to reaching in the school,

- teachers faced residential problems and buying necessities from market,

- the inspector visited the school once every two months'

- parents stated that they had no problem either with the teachers or the school and

- the school was residential.
Rehman (1989) also surveyed education in the state of Assam. The main objectives of the study were:

- to ascertain the enrolment position of children at primary stage,
- reason of dropout at primary, secondary and college level and teachers-students ratio in the school.

The study revealed that the main factor which are responsible for low enrolment of children are poverty, lack of infrastructure and illiteracy among the parents.

Karuppaikam and Jothy (1991) observed in their research paper entitled, "The Educational facilities for the tribals of Tamilnaidu," that the educational status of tribal people is very low, and found despite government efforts through various development programmes in the post-independence India. He further found the educational backwardness was due to the low economic level of tribals, lack of infrastructure and proper administration in schools. He suggested that more schools be opened in rural areas within walkable distance and proper facilities be provided strict supervision and monitoring the functioning of the school was also essential.

Misra (1993) in his research paper entitled, "Tribal and National Integration" observed that, lack of an
integrated approach to tribal education has proved to be a disaster despite a considerable investment towards this end by the welfare government of India. It is commonly observed that institutions of various bodies with their own teaching curriculum and standard have been allowed to undertake the taste of education in tribal pocket. Further this paper discussed that education without vocational backing creates frustration among the educated unemployed tribal youths, which breeds discontent and promotes developing anti-establishment attitude. The situation of tribal education institutions is very poor.

Singh (1993) discussed in his paper a status of tribals in India, "the status of any ethnic/social group depends mainly on its health, education and income status. The literacy rate in the tribals (24%) is lower than the general population (52%) and also from Schedule Caste (30%). The female literacy in the tribal is 15% compared to 39% of general population and 19% in Schedule Castes. High dropout in the tribal in all grades that in the general population both for boys and girls.

Jayswal (1993) studied in his research papers "minimum levels of learning in tribal school, students of Ranchi District" that learning achievement of rural tribal children is low due to language and mathematics competency. The barrier to academic achievement, which interalia,

In Himachal Pradesh, so many studies were conducted on tribal welfare and most of the available literature focuses on various socio-cultural problems of different tribes. As early as 1871 Harcourt in his study has described the socio-economic and demographic aspect of Kullu-Lahaul and Spiti Tribes of Himachal Pradesh. V.S. Sharma (1958) focuses on "Schedule Tribes of Himachal Pradesh and their problems," B.R. Chauhan (1960), has historically examined the process of tribalization in relation to the tribes, who remained away from the mainstream of India.

studied the symposium on social and economic problems (1973) of hilly areas. T.S. Negi (1976) analysed the social, economic and political aspect of tribal in Himachal Pradesh.

A.R. Basu (1985) gives the description of tribal belt of Pangi and Bharmour and their various tribal developmental programmes. He reported in both of these sub-division, normally most of the boys study up to the age of seventeen years. He percentage of students who continue their studies beyond middle class is comparatively small. The percentage of school going girls is also small. The census figure revealed that the number of primary schools per lakh of population in Bharmour and Pangi sub-divisions are almost equal to that of Kinnaur district. Similarly the number of primary schools per 100 villages in both sub-divisions are more than Himachal Pradesh, but the literacy in these two sub-divisions is much less compared to Kinnaur and Lahaul Spiti districts. He suggested that education is urgently needed for raising enthusiasm and economic conditions of the people of this area.

Krishna (1986) studied the factors affecting literacy programmes in Himachal Pradesh. She found out that the main factors which are affecting the literacy programmes are poverty, lack of teachers and accommodation, dropout among tribals, lack of infrastructure, etc. She
studied on the tribals of Kinnaur district of Himachal Pradesh. Bajpai (1987) studied on the topic "Lahaul-Spiti-- A Forbidden Land in Himalayas".

Parmar (1990) focuses on the changing economic scenario of the tribal area and also discussed about the development of social economic infrastructure of tribals of Himachal Pradesh. He observed the shortage of buildings in the tribal areas as a main bottleneck of the educational facilities. No expenditure was incurred on the construction of building under the central sector. Distribution of outlays between elementary and secondary education can not be termed as a healthy one.

Kulwinder and Renu (1993), discussed about tribal women in the paper entitled, "Educational Development among the tribal women of Himachal Pradesh." They found out that the tribal heads of household and the teachers working in the tribal areas mention different socio-cultural reasons for the non-enrolment of the girl child for universalization of elementary education and adult population for literacy classes which are as under:

- lack of awareness among parents towards the development programmes and welfare schemes of much use to them,
the child and parents did not find any usefulness of the school in their day to day life activities,

- the incentives provided to the school going children especially the girls, did not reach them for long period, thereby lose their motivation in the process.

- the mass media use had been only for 'entertainment' and not in learning process.

The school teacher expressed some observations with regard to the non-enrolment of children, especially girl child and also drop-out among the enrolled which are, low economic activity, lack of facilities in the school, apathy of community leaders as well as parents in the education of children, girl's excessive involvement in the household chores and in agriculture and lack of interest on the part of students to continue education in the school. On the basis of their views the educational programmes need to be productive in-terms of increasing scientific knowledge, use of science and technology for better physical quality of life along with improvisation of skills. It was only through awareness among the masses by making effective use of mass-media and print media for the development of the society in general with special reference to the
disadvantaged sections to transform the scenario of educational backwardness among tribal communities in the hill state of Himachal Pradesh.

A careful analysis of above studies revealed that very few studies have been conducted in Himachal Pradesh tribal areas on various aspects of educational development. Therefore, the investigator selected the present study.

1.4 Statement of the Problem

The statement of the present study is as under:

"An Analytical Study of the Educational Development in the Tribal District of Lahaul-Spiti in Himachal Pradesh."

1.5 Objectives of the Study

The study is designed to attain the following objectives:

i) To study the growth of educational development among the tribals of Lahaul-Spiti from 1966 to 1990 in terms of:

a) institutions, the primary, secondary and higher stages of education,

b) enrolment of students at primary, secondary and higher stages of education,
c) literacy between 1966 to 1990, and

d) Non-formal and technical education in Lahaul-Spiti.

ii) To study the educational facilities which are available in Lahaul-Spiti area.

iii) To study the educational administration, supervision and financing in the district of Lahaul-Spiti.

iv) To suggest the measures for improvement of existing system of education in the district of Lahaul-Spiti.

1.6 Delimitation of the Study

The present study confined to the growth of development of education in the tribal district of Lahaul-Spiti. This study covered the period of educational development in Lahaul-Spiti from 1966 to 1990. The study is mainly confined to examine the educational facilities, administration, supervision and financing condition of this tribal district and also go through about the suggestion, which improved the existing system of education in the district.
CHAPTER II
DATA COLLECTION
CHAPTER II

DATA COLLECTION

2.1 Method and Procedure

Each researcher develops plan and procedure of his investigation to achieve the laid down purposes of the study and to test the hypotheses. Method and procedure of the study is based on the tested norms and processes undertaken by the pioneers in the field of education research.

There are mainly three types of research approaches in education i.e. Historical research, Descriptive research and Experimental research approaches (Best, 1981). But in recent years investigators have undertaken clinical studies, replicable studies and comparative studies. Thus, the scope of educational research has increased both horizontally and vertically.

In this present study "Descriptive Survey Method" has been used. The term 'survey' suggests gathering of related evidence to contemporary conditions. Survey research is a method of collecting and analysing data obtained from large number of respondents representing a specific population. It employs questionnaire, interview schedule and observation as tools of data collection.
"A descriptive study describes and interprets: What is? It is concerned with conditions and relationship and that exists, opinions that one held processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present, although it often considers past events and influence as they relate to current conditions. (Best, 1978).

In the present chapter an attempt has been made to present the method and procedure of the study. It includes the description of sample, tools, procedure of the data collection and statistical techniques used.

2.2 Sample

It is usually very difficult to measure every element in a given population. Therefore, a sample of elements is selected and measured. Inferences about the population are made on the basis of the information. The type of sample selected depends upon the nature of the problems. In this investigation sample has been selected from the Lahaul-Spiti District of Himachal Pradesh comprising Headmasters, teachers and community people of the schools of Kêlong, Kaza and Udaipur areas.

The data were collected on the basis of random selection where Headmasters and teachers were taken from fifty two schools of Kêlong, Kaza and Udaipur areas of Lahaul-Spiti district. Besides Headmasters (30) and teachers
(80), incidental sampling technique was employed for the purpose of selecting 100 community people of the areas of Kêlong, Kaza and Udaipur. Area wise detail of sample is given in Table 2.1.

<table>
<thead>
<tr>
<th>Sl. Area/HQ's</th>
<th>Schools</th>
<th>Headmasters</th>
<th>Teachers</th>
<th>Community People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kêlong</td>
<td>30</td>
<td>20</td>
<td>40</td>
<td>61</td>
</tr>
<tr>
<td>2. Kaza</td>
<td>09</td>
<td>04</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>3. Udaipur</td>
<td>13</td>
<td>06</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>30</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Thus total sample comprised of 30 Headquarters, 80 teachers and 100 community people of the areas of Kêlong, Kaza and Udaipur headquarters of Lahaul-Spiti of Himachal Pradesh. Beside this, one district Education Officer (D.E.O.) of Lahaul Spiti was also included in the sample for the present study.

2.3. Tools and Their Description

In the course of studying any problem, the investigator may use different types of devices, which in technical language are called "tools" or "instruments" the
role of which is best illustrated by Best (1977) as follows:

Like the tool in carpenter's box, researcher's tool is appropriate in a given situation to accomplish a particular purpose. Each data gathering device has its own merits and hazards or limitations.

The following tools have been used for conducting the present study:

1. Questionnaire for

   * District Education Officer
   * Headmasters
   * Teachers

2. Interview schedule for community people

Both the tools were constructed by the investigator himself. The development and description of each tool is given below:

2.3.1 Development and Validation of Questionnaires

According to Good and Hatt (1952, p. 33) "questionnaire refers to advice for securing answers to a series of questions by using a form which the represent fills himself."

Keeping in view the purpose of the study, it was decided to develop questionnaire for District Education
Officer, Headmasters and teachers. While preparing the questionnaire the following points were kept in view:

i) that all objectives should be covered by questionnaire,

ii) that the questions should be in simple language, as far as possible,

iii) that the questions should be specific and unambiguous,

iv) that the sequence of questions should be from general to specific,

v) that both open-ended and close-ended questions should be included,

vi) that the expert opinion should be considered and taken into account.

**Validation of the Questionnaire**

A pilot study was undertaken to validate the various questionnaires of the present study. According to Monley George, J. (1964) in conducting the pilot study competent persons are asked to fill-up the questionnaires and to indicate their reactions to every phase of its organisation.

This procedure was followed by the investigators. The first draft of the questionnaires were prepared with
the lay out of each set of questions under different sub-heads. The questionnaires were first given to colleagues, teachers and guide. Their views were taken and necessary modifications were made. Each questionnaires were shown to the experts of the field under study and required improvement were made on the basis of their comments. When the tentative draft of each questionnaire was completed, these were discussed with the five teachers of the field of research concerned. Their reactions were noted down and improvements were made whenever it was thought necessary. Finally, questionnaires were given to two Headmasters and three teachers for the purpose of validating the questionnaires. Their responses were noted down and modifications were made accordingly. Thus the final draft of the questionnaire was prepared. Table 2.2 shows the number of items included in the final draft of three questionnaire.

<table>
<thead>
<tr>
<th>Sl. Questionnaire No.</th>
<th>Items in the preliminary draft</th>
<th>Modification in Rejection Item in the final draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distt. Education Officer</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>2. Headmasters</td>
<td>100</td>
<td>15</td>
</tr>
<tr>
<td>3. Teachers</td>
<td>50</td>
<td>08</td>
</tr>
</tbody>
</table>
2.3.1(a) Structure of Questionnaire for the District Education Officer:

This questionnaire was meant for District Education Officer of Lahaul-Spiti, regarding his bio-data, duties, and supervision, administration, problem faced by him and suggestions for improving the functioning of the schools in tribal area of Lahaul-Spiti. This questionnaire describes the schools in tribal area of Lahaul-Spiti. The brief description of each parts are given below.

First part consists 10 items regarding their name, sex, age, caste, educational qualification, procedure of appointment, job before D.E.O., government vehicle and their maintenance, contingency, language etc. All the responses were asked in the form of 'Yes' 'No'.

Second part is meant for getting details of duties and supervision of District Education Officer in this tribal area and consists 6 items. The questions were regarding the number of formal and non-formal institutions under their control, surprise visit of schools, his helpful help for teachers and Headmasters to solve school problems, about criteria, tools for evaluating the teachers, headmaster and non-teaching staff and views about the sufficient staff.
In third part of questionnaire the investigator deals with the administrative aspect of education in which the District Education Officer are involved at the time of supervision. All the responses were formed in 'Yes' or 'No' regarding financial help, scholarships/stipends and about the incentives which the government provided for the tribal students at different stages of education. The fourth item of this part is related to the recruitment of any special officer for tribal by government to check the incentives. Fifth item is concerned to the curriculum, co-curricular activities, physical facilities, school records, problems of schools and their results. Remaining two items seems to inform about the political interference while discharging the duty and meeting which organised by District Education Officer with headmasters and principals.

Last part of this questionnaire consists on the problems and suggestions related to administrative problems, academic problems, financial problems, supervisory and other problems which are faced by tribal students and in the last asked about his valuable suggestions in the field of educational development of tribal in the area of Lahaul-Spiti.

The copy of questionnaire is given in Appendix 1.
2.3-1(b) Structure of Questionnaire for Headmasters/ Principals:

This questionnaire is meant for the heads of the schools and divided into 7 parts and consist 62 items related to Bio-data of the head's particulars of the schools, special incentives schemes for the tribal children, administration, supervision, and financial aspects of the schools. It also deals with the problems faced by head's of the schools and invites suggestions for the development of educational programmes in Lahual-Spiti of Himachal Pradesh.

The first part of bio-data consists 9 items regarding name, sex, age, educational qualification (academic and Professional), caste, and about the procedure of appointment as a head of the school. Next three items deals with their interest to serve among tribal, language of that area any government accommodation and house rent.

The second part consist 23 items regarding the particular of the school like, location of the school, management of the school, category and type of the school, medium of instruction, language taught, condition of the school building, shifts of schools. Item number 11 to 17 the investigator asked about physical facilities i.e. playground, hostel facility, library facility and post of
librarian in the school, home science and laboratory facility and also computers facility in the school. Item 18 and 19 deals with the different courses which are available at higher secondary stage and sufficient teachers for each subjects.

In questions 20 to 23 the investigator asked about different facilities which are available in the school, i.e., co-circular activities, medical check-up facility, SUPW activity, teaching aids, etc.

The third part consists three items regarding special incentives schemes which are available in the school. First question inform about those incentives provided in tribal area i.e., mid-day meal, free books, free uniform, free and compulsory education, monthly stipends, scholarships, free medical aids and others of this part the investigator try to investigate that, whether these incentives provided to schools in time and also asked about the needs of more incentives.

Fourth part is regarding the supervision of the school by Headmaster. This is the main duty of the heads of the school to supervise the school and to go through their problems. This part consist 7 items regarding the supervision of teachers work, observe teaching while supervision, discussion about the academic
problems with teachers and asked about the suggestions for improving the teaching responsibility for academic progress, guidance from D.E.O.'s and supervisors. Last question invites the suggestion from heads of schools. In fifth part investigator asked about their role as a Head, about sufficient staffing of teaching and non-teaching, preference to female teachers and tribal teaching and non-teaching staff, provision of reorientation programmes for teachers and send progress reports to their parents, invites parents teachers meeting send progress D.E.O.'s Office, any difficulties in running the school, provision of guidance bureau in the schools and in the last asked about availability of vocational courses and technical courses.

In the sixth part the investigators asked about the financial aspect of the school. These aspects are, total budget of the school, all recurring and non-recurring expenditure, regular check-up of the budget of the institution, regular budget proposal to government, satisfied from present budget, sources of finances, funds which is charged from the tribal students, provision special grants which encourage the girl education in that area. In the last item of this part the investigators asked from heads that what are those financial facilities which are essential for students and teachers in this
tribal area and increased the educational development of tribal.

In the last part of this questionnaire the investigators tried to ask those problems which are the obstacles in the development of tribal education and invites suggestions which are essential for the development of tribal education in that area of Lahaul-Spiti. Problems related to administration, academic, supervision and financial were asked from heads of the school.

The copy of questionnaire is given under Appendix II.

2.3.1(c) Structure of Questionnaire for Teachers:

This questionnaire was developed for those who are working in Tribal District of Lahaul-Spiti. The investigator goes through their bio-data, particulars of the schools, problems faced by them and suggestions for improving the functioning of the school and comprised these facts into four parts.

First part deals with the bio-data of the teachers regarding their social and economic status and it contains 19 items. These items are regarding their name, sex, age, their caste, educational qualification, date of appointment, sufficient income, about languages, residential facility, behave of people of that area
towards you and their co-operation, liking regarding their profession and satisfaction in job. Last 4 items of this category meant for getting the information of school distance and different approaches to reach the school, any provision of reward for efficient teachers and given incentives suitably and any political pressure and interference in transfer policies.

Second part of this questionnaire is meant for getting information method and techniques which is used by teachers in teaching and have five items. First two items regarding the medium and method of the instruction at primary, middle, secondary, and higher secondary stages. Third item regarding their language problem. In the last two items the investigators asked about the use of audio-visual-aids and techniques to measures the progress and standard of pupils.

Third category related with the duties of teachers and the facilities which they provided the students in the school. Five question asked under this part and all the responses were form in 'Yes' or 'No' about their daily checking of home work, discipline, invites parent-teachers meetings and also go through their duties towards maintaining the school and student records. Item 5 related with the provision of guidance bureau, and here they motivate the students for studies and vocations.
Problems and suggestions were the last two items of this questionnaire. First item was regarding administrative, academic and financial problems which is faced by teachers in this tribal area. Second items invites the best suggestions from the teachers for improving the functioning of the school in the tribal district of Lahual-Spiti. Both the questions are very important for researcher because the main objective of this study depends upon these two items.

The copy of questionnaire is given under Appendix III.

2.3.2 Development and Validation of Interview Schedule.

Interview schedule is a device consisting of set of questions for an interviewer in a face to face situation with another person. The structured interview schedule was prepared by the investigator for getting relevant information from community people. First of all items which were to be taken in the schedule were determined and questions were prepared for each item. The items were arranged in sequence to ensure accurate and easy responses. The language of the items was simple and unambiguous.

Validation of Interview Schedule.

To collect the relevant information from the community people an interview schedule was prepared after
consulting experts and previous schedules. After preparing the schedule, its contents were discussed with colleagues and teachers. Their views were taken and necessary modifications were made. Again the schedule was given to the language expert and necessary modifications were made on the basis of comments given by them. When the tentative draft of schedule was complete, it was discussed with five teachers in the field of research concerned. Their reactions were noted down and modifications, improvements and additions/deletion were made whenever it was thought necessary. Finally 5 community people were interviewed as a trial out of the interview schedule. Their responses were noted down and final draft of the interview schedule was prepared. Table 2.3 shows the number of items included in the final draft of the interview schedule.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Interview Items in the Schedule for Preliminary Draft</th>
<th>Rejection Items in the Final Draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Community People 30</td>
<td>03 05 25</td>
</tr>
</tbody>
</table>
3-2(a) **Structure of Interview Schedule for Community People**

The interview schedule which was used in the present study was prepared by the investigator herself. The schedule was prepared in English language and consists of 25 items and divided into three categories.

The first category is related with the bio-data of the person such as name, sex, address, occupation, monthly income, educational qualification and the languages which they know and can speak. The main purpose of these seven items were to study their social and economic status.

The second category related to the school location and facilities and 16 items are under this category. The purpose of this category to know the real picture regarding the facilities and incentives, which government provided in these tribal areas to the students.

Third and last category related to the problems and suggestions. First item relates with the problems which were faced by educational institution and tribal students in Lahaul-Spiti and second item invites the suggestions for improving the functioning of educational institution in tribal area of Lahaul-Spiti.

A copy of the schedule is given under Appendix IV.