APPENDICES
APPENDIX I (A)

MODIFIED PIagetian TASKS OF CONSERVATION
STUDY OF COGNITIVE DEVELOPMENT
( CONSERVATION )

NUMBER CONSERVATION

Tests of (a) Discremenation (b) Seriation (c) Numeration.

Test Materials (Common to Tests a, b & c as given above)

(I) 3-Dimensional: Two sets of graded blocks, nine in number. The smallest block is one inch cube and the succeeding blocks increase by 1/2" increments. In the second set of blocks, the smallest block is a 3/4" cube. The succeeding blocks increase as in the first set. Set one is printed in a dull orange and the second set has speckles on it.

(II) 2-Dimensional: Two sets of size graded slats are employed. All the slats are 1.5" slat and the succeeding slats increase in size by 1/2" increment. The second set of slats begin with a 1.75" slat and the succeeding slats increase by 1/2" increments. Colouring is the same as for blocks.

(III) 1-Dimensional: Two sets of sticks in diameter were used. The lengths of the sets of sticks were identical to the length of the slats. The colouring is the same as for blocks and slats.
Administration:

Give tests in the following order:

1. Discrimination.
2. Sertion.

Use the following Oriya equivalents.

Block = ବଳାଚି
Slat = ବାହି
Stick = ସୈଟ

Record the right or wrong answers in the Record sheet with your observations and comments.

DISCRIMINATION TESTS

TASK I

Test material: 9 Blocks Plain Place

9 blocks in disarray in front of the child. All the blocks should be visible to him.

Ask

1. ବଳାଚି ରୁତୁରୁ ରୁତୁରୁ ରୁତୁରୁ ରୁତୁରୁ ରୁତୁରୁ ରୁତୁରୁ ରୁତୁରୁ ରୁତୁ?

Ask

2. ରୁତୁରୁ ରୁତୁରୁ ରୁତୁରୁ ରୁତୁରୁ ରୁତୁରୁ ରୁତୁରୁ ରୁତୁରୁ ରୁତୁ?

Put the smallest block in front of the other disarrayed blocks facing the child.
3. Ask

Bu bu bu bu bu bu bu bu.

Put the largest block behind the other blocks.

4. Ask

Bu bu bu bu bu bu bu bu.

---

**TASK II**

**Test Material:** 9 Slots (Plain)

**Administration:** Repeat the procedure with the slots for blocks wherever they are used.

---

**TASK III**

**Test Material:** 9 Sticks (Plain)

**Administration:** Repeat the procedure substituting sticks this time.

---

**SERIATION TEST**

---

**TASK I**

**Test Material:** 9 Blocks (Plain)

9 blocks speckled, place the blocks in disarray, taking care that all are visible to the child.
Ask

1. জানি আমি কিছুটা বড় হয়েছি সেকেন্দ্র হতে দিমি
   Self Construction
   The stairway beginning with
   the smallest block from
   left to right. The
   constructed stairway
   should be horizontal to
   the child’s line of
   regard. Mix of the blocks.

Ask

2. এর পর হঠাৎ বড় হয়েছি ডানি
   আমি তুমি ছিলেন কি?
   In case the child fails,
   then remove blocks 5th,
   6th, 8th and 9th and work
   with the first four
   blocks. Smallest onwards.

Ask

3. এর পর ছুটি হয়েছি আমি
   আপনি কিছুটা ছিলেন কি?
   (If the child succeeds,
   give the next three
   blocks).

   (If the child succeeds,
   give all the nine blocks).

Pick 5 blocks numbered
4, 6, 7 and 9 from the
speckled set and place
them before the child.

Ask

4. এর পর হঠাৎ বড় হয়েছি ডানি
   আমি কি?
TASK II

Test Material: 9 slats (plain)
              9 slats speckled

Administration: Repeat the procedure substituting slats for blocks.

TASK III

Test Material: 9 sticks (plain)
              9 sticks speckled

Administration: Repeat the procedure substituting the sticks for the blocks.

NUMERATION TEST

TASK I

Test Material: 9 blocks (plain)

Administration: Arrange blocks in a stair, before the child, beginning with the smallest from left to right.

Ask:
1. এদের গড়ে কোনটা ছোটের?

Put the doll on the ground in front of the first block.

Ask:
2. এদের মধ্যে কোথায় মাত্র একটা ছোটের?
(If S gets the idea, point to each stair in succession).

Ask

3. If this idea is not understood, then ask again. If not understood, point to each stair in succession.

Point to the fourth stair

Ask

4. Ask S to point to the fourth stair. If not understood, ask again. If not understood, ask again. If still not understood, point to each stair in succession.

Point to the 7th stair

Ask

5. Ask S to point to the fourth stair. If not understood, ask again. If not understood, ask again. If still not understood, point to each stair in succession.

TASK II

Test Material: 9 slats (plain)
one doll
Administration: Repeat the procedure with the slat as with the blocks. Make a stair beginning with the largest slat and arranging other slats on top of that. The rest of the procedure is the same as for blocks.

TASK III

Test Material: 9 sticks (plain)
one doll
Administration: Repeat the procedure using sticks in this time.
TEST ON CONSERVATION OF QUANTITY

Test Materials:
- Standard beakers - 2
- Long narrow beaker - 1
- Wide beaker - 1
- Small beakers - 6 (100 c.c.)
- 100 c.c. glass measure - 1
- Coloured water

Testing:
Place 2 standard beakers in front of the child. Take 100 c.c. glass measure. Fill the measure with water. Affect the transformations given in the response sheet, beginning with introduction of the concept of equality. The following transformations are affected:

Transformation 1:
From standard beaker to the long thin beaker.

Transformation 2:
From standard beaker to the wide and short beaker.

Transformation 3:
From standard beaker to the six small beaker.

The following sequence of activities as given in the response sheet is followed:

i) Ask prediction question
ii) Ask judgement question
iii) Ask for explanation
TEST ON CONSERVATION OF AREA

Test Material:

- Big green cardboard - 1
- Small green cardboard - 2
- Wooden houses - 28

Administration:

Place unequal boards before the child.

Ask:

1. কে বলে যে একটি বড় এবং একটি ছোট আছে? একটি বড় এবং একটি ছোট আছে?

In case the child is unable to say, he is told that one field is big and one is small. And that bigger one has more grass and the smaller one less.

Place equal boards before the child.

Ask:

2. কে বলে যে একটি বড় এবং একটি ছোট আছে? একটি বড় এবং একটি ছোট আছে?

With equal fields before the child, place one block representing a house in each of two fields.

Ask:

3. একটি বড় এবং একটি ছোট আছে কী? একটি বড় এবং একটি ছোট আছে কী?
Continue putting more houses in each field, in a row in A and scattered in B, till there are 10 in each of the fields.

Ask

4. গরু গোলাব তোলিয়া কোথায় সরে দিয়ে তোলুন তোলুন কোথায়? তোলুন দিয়ে তোলুন কোথায়?

Put unequal fields before the child and repeat the procedure.

TEST ON CONSERVATION OF LENGTH

Test Material: Two rods 10 cms long

Administration: Place the rods before the child in the horizontal position. The extremities should be level and not coinciding.

Ask

1. যেহেতু ভেবু টুচু করায় টুচু?

Bring the rods together with ends coinciding.

Ask

2. প্রথম টুচু টুচু করিয়া টুচু করিয়া?

Testing: Now affect the two transformations whose figures are shown below.

Transformation 1: Parallel to staggering
The following sequence of activities is to be followed.

i) Ask prediction question
ii) Ask judgement question
iii) Ask for explanation

TEAT ON CONSERVATION OF VOLUME

Test Material: 24 aluminium cubes. Each 2.22 cms., to be referred to as bricks in questioning the child.

Three litres and one litre beakers.
Three litres and one litre should be clearly visible.
One brass cube.

TEAT ON OCCUPIED VOLUME

The one litre and three litre beakers moreover, tell the child the amount of water held by each beaker. Fill the one litre beaker to the brim with water.

1.
পানীর বাঁকানো ধারার উপর কি সদস্য?
কি ক্ষেত্রে কমিলে পানী?
নিন্তে হয়ে কি করে চালিয়ে যায়?
Place block 2x3x2

Ask

2. Ask a friend to take the 3 litre beaker into the kitchen. Ask a friend to bring the beaker from the kitchen. How do you know if the beaker is full? Is it better to fill it from the beaker or from the tap? Remove the block 2x3x2 from the three litre beaker.

Ask

3. Ask a friend to bring a 4 litre beaker from the kitchen. How do you know if the beaker is full? Ask a friend to bring a 6 litre beaker from the kitchen. How do you know if the beaker is full?

Ask

4. Ask a friend to bring a 7 litre beaker from the kitchen. How do you know if the beaker is full? Ask a friend to bring a 9 litre beaker from the kitchen.

Ask

5. Ask a friend to bring a 10 litre beaker.

Ask

6. Ask a friend to bring a 11 litre beaker.

Ask

7. Ask a friend to bring a 12 litre beaker.
TEST ON DISPLACED VOLUME

The one litre beaker remains full of water. Place all the cubes on the table.

Ask

1. The one litre beaker is full of water. Place all the cubes on the table. Which cubes will fit into the three litre beaker? (2 x 3 x 2)
Place the cubes very carefully into the three litre beaker.

Ask

2. Only from those subjects who answer Q. 1 & 2 correctly.

Ask

4. How many cubes will fit inside a 1 x 2 x 3 box? Which cubes will fit inside a 1 x 2 x 3 box? Explain your answer.
1. কুল শাহীদের জীবনে অনিবার্য জন্য কিছু হবে শাহীদের জন্য সরাসরি কর্মজীবন? কেন?
   Ask

2. কুল শাহীদের জীবনে অনিবার্য জন্য কিছু হবে শাহীদের জন্য সরাসরি কর্মজীবন? কেন?
   Ask

3. কুল শাহীদের জীবনে অনিবার্য জন্য কিছু হবে শাহীদের জন্য সরাসরি কর্মজীবন? কেন?
   Ask

4. কুল শাহীদের জীবনে অনিবার্য জন্য কিছু হবে শাহীদের জন্য সরাসরি কর্মজীবন? কেন?
   Ask

5. কুল শাহীদের জীবনে অনিবার্য জন্য কিছু হবে শাহীদের জন্য সরাসরি কর্মজীবন? কেন?
   Ask

6. কুলে শাহীদের জীবনে অনিবার্য জন্য কিছু হবে শাহীদের জন্য সরাসরি কর্মজীবন? কেন?
   Ask

7. কুল শাহীদের জীবনে অনিবার্য জন্য কিছু হবে শাহীদের জন্য সরাসরি কর্মজীবন? কেন?
   Ask
RESPONSE SHEET
NAME: _____________________________ SEX: _____________________________

CLASS: __________ DATE OF BIRTH: _____________________________

AGE: ___________ SCHOOL: _____________________________

ST/NON-ST: _____________________________
<table>
<thead>
<tr>
<th></th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Put a tick (✓) for the right answer and a cross (✗) for the wrong answer.
TEST IN CONSERVATION OF QUANTITY

Follow the sequence of the chart for different transformations to be affected. (Each time put appropriate beakers in front of the child)

<table>
<thead>
<tr>
<th>TRANSFORMATIONS</th>
<th>INTRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prediction Qn.</td>
<td></td>
</tr>
<tr>
<td>If I pour this much of water? (100 C.C.) in this beaker (demonstrate if) and this much in this beaker (demonstrate if) then the amount of water in both the beakers will be equal/more/less</td>
<td></td>
</tr>
<tr>
<td>How did you find out?</td>
<td></td>
</tr>
<tr>
<td>Judgement Qn.</td>
<td></td>
</tr>
<tr>
<td>Do you think both the beakers contain equal amount of water/ one contains more/ less than the other.</td>
<td></td>
</tr>
<tr>
<td>If one contains more, indicate which beaker contains more.</td>
<td></td>
</tr>
<tr>
<td>S = standard</td>
<td></td>
</tr>
<tr>
<td>v = variable</td>
<td></td>
</tr>
</tbody>
</table>
CONSERVATION OF AREA

**Equal Fields**

<table>
<thead>
<tr>
<th>No of Houses added</th>
<th>Jud. Qn.</th>
<th>Exp. Qn.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do you think the amount of grass is equal/</td>
<td>Why do you think both the fields so?</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: From this point start adding 2 houses at a time till each field has 20 houses.

| 11 |   |
| 12 |   |
| 13 |   |
| 14 |   |
CONSERVATION OF AREA

RESPONSE SHEET

Unequal fields

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you think the amount of grass is:

<table>
<thead>
<tr>
<th>No. of houses added</th>
<th>equal/more/less in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>both the fields</td>
</tr>
<tr>
<td></td>
<td>I think so?</td>
</tr>
</tbody>
</table>

Note: From this point start adding 2 houses at a time till each field has 20 houses.
CONSERVATION OF LENGTH

Response Sheet

<table>
<thead>
<tr>
<th>Prediction Gov.</th>
<th>If I keep this wooden piece this side / demonstrate it or shown then do you think (other one) this of this piece will remain the same or it will longer / shorter in comparison or the other one.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation Gov.</td>
<td>How did you find it out?</td>
</tr>
<tr>
<td>Demonstration</td>
<td>The rod at the top is pushed ahead about 1-2 cms right to left. The rods should be 1-2 cms apart.</td>
</tr>
<tr>
<td>Judgement Gov.</td>
<td>How you tell me whether both the rods are equal in size / small / big?</td>
</tr>
<tr>
<td>Explanation Gov.</td>
<td>How did you find it out?</td>
</tr>
</tbody>
</table>
CONSERVATION OF LENGTH

Response Sheet

---

**Prediction Gn.** If I keep this wooden piece this side / demonstrate it or shown then do you think (other one) this of this piece will remain the same or it will longer / shorter in comparison of the other one.

**Explanation Gn.** How did you find it out?

**Demonstration** The rod at the top is pushed ahead about 1-2 cms right to left. The rods should be 1-2 cms apart.

**Judgement Gn.** How you tell me whether both the rods are equal in size / small/ big?

**Explanation Gn.** How did you find it out?
Test on volume (occupied)

Transformation:

<table>
<thead>
<tr>
<th>Q. no.</th>
<th>Explanation</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q. no. 1</td>
<td>Explanation</td>
<td>R/W</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q. no. 2</td>
<td>Explanation</td>
<td>R/W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q. no. 3</td>
<td>Explanation</td>
<td>R/W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q. no. 4</td>
<td>Explanation</td>
<td>R/W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q. no. 5</td>
<td>Explanation</td>
<td>R/W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q. no. 6</td>
<td>Explanation</td>
<td>R/W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I(B)
SOCIO METRIC QUESTIONNAIRE
(ORIYA VERSION)

NAME: ________________________________

SCHOOL: ___________________ CLASS: ______

SECTION: ___________ ROLL NO: ______

AGE: ___________ SEX: ______

ST/NON-ST: ________________________________

1. Which three students from this class room would you like to have as your sitting companions? ଆମର ମଧ୍ୟରେ ଏକ ଥିବଟି ବିଦ୍ୟାସ୍ଥାନରେ ଯେଉଳକ ଛଟଚଟି ମନେବାଲା ଦ୍ୟାଗ୍ନି ଯାଇବା କଥାହାର କରନ୍ତୁ?
   1. ________________________________
   2. ________________________________
   3. ________________________________

2. Which three students of this class room would you like to play? ଆମର ମଧ୍ୟରେ ଏକ ଥିବଟି ବିଦ୍ୟାସ୍ଥାନରେ ଯେଉଳକ ଛଟଚଟି ମନେବାଲା କୁଦୁଗିବା କୁଡ଼ିବା କଥାହାର କରନ୍ତୁ?
   1. ________________________________
   2. ________________________________
   3. ________________________________
3. What do you like to do best in the school?

Which three students of this class would you like to do this activity with?

1. __________________________
2. __________________________
3. __________________________

4. Which students of this class would you least like to associate with?

1. __________________________
2. __________________________
3. __________________________
APPENDIX I(C)

ACADEMIC ACHIEVEMENT RESULT SHEET

NAME :- ____________________________

SCHOOL :- ___________________ CLASS :- ______

AGE :- ___________ SEX :- ___________

ST/NON-ST :- ____________________________

<table>
<thead>
<tr>
<th>SL NO</th>
<th>SUBJECTS</th>
<th>TOTAL MARKS</th>
<th>MARK SECURED %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MATH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>V-TEST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>M.I.L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>O-TEST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>S-STUDY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SCIENCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>DRAWING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ENGLISH</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of the Head Mastre.
APPENDIX -- II

REPRESENTATIVE CASE STUDIES
(TRIBAL CHILDREN IN TRIBAL SCHOOLS)

OBSERVATION NO.-1

Name of the student : Sephania Kisku.
Name of the School : Betna Sevashram.
Class : III.
Age : 10 Years old.
Village : Betna

After the identification of the village, the investigator along with the Headmaster of the school went to the family of Sephania Kisku on 24th Feb., 1986 at 4.30 P.M. The village, Betna, was situated at 8 Kms away from Baripada Block Office and very nearer to the school.

At the time of our arrival, only the elder girl named Uma Kisku and a small child of 4 years old were present. The school going boy Sephania Kisku had gone to play with his friends. At that time, the 8 years old girl was busy in making "Bobai-rope" and the small child was sleeping. They were living in a thatched hut which was consisting of two sloped rooms with half partition. A dwelling complex consisted of a big varandha and a cattle shed. On the varandha there was a husking level (Dhenki). We could locate some of the cheap aluminium utensils and four handmade cots with three paties. Besides, there were many clay pots and few brass utensils. They had one goat and four chickens. The walls were beautificaly coloured with red mud which was looking very clean. There were some books and exercise khatas placed in a big bag which were provided by the school.

At about 6.15 PM, all the out-going members had come except the elder son, who had gone to forest to collect wood. The family consists of 8 members. The detailed description
of the family members with their respective age are as follows:

a) Bhagamat Kisku (Father) 35 years.
b) Bindu Kisku (Mother) 33 years.
c) Brundaban Kisku (Grand Father) 63 years.
d) Mata Kisku (Grand Mother) 61 years.
e) Rama Kisku (Elder Son) 14 years.
f) Uma Kisku (Elder Daughter) 8 years.
g) Sephania Kisku (School going 10 years. child)
h) Somia Kisku (Youngest Son) 4 years.

We could establish a good rapport with the father to get required information as per the schedule. The family type was patriarchal where the father Bhagamat Kisku was acting as the head. The elder son of Bhagamat Kisku was an unschooled boy who was busy in collecting forest products for the purpose of selling those in the market. The elder girl was not going to the school. She was dropout from class II. The family members, especially the father was looking very simple and energetic. All other family members were illiterate. The father also admitted his non-involvement in the study of his son. They were talking themselves in their dialect known as Santali. They were following Oriya language. With their own dialect, they were looking very free and frank. They were sitting together and laughing each other. The interaction among the family members was satisfactory as to the observation of the investigator. At the time of our discussion, the elder son had come from the forest with two bundles of wood. He was feeling very tired. He did not talk to us. At about 7 PM, all family members went to take their dinner. They sat together while eating the food. They were taking rice, curry (Fish) and chilli. We came back to the Baripoda Block Office at about 7.30 PM.

OTHER RELEVANT INFORMATION

Regarding duties and responsibilities of the family members, we could get the following information. The father explained that they get up early in the morning at about 5 AM. Children they used to get up at about 6 AM. After taking the boiled rice soaked in water overnight with a pinch of salt and chilli, they
go for their respective work. The elder son was also used to go to the forest for the collection of forest products and wood. The only girl had to look after all the household chores in the absence of the other female members. They had an income about Rs. 30/- per day from all the sources. From the work they used to return at 12.30 PM. In this time they take the hot boiled rice with curry and chilli. After the lunch, they used to make khali and bobai rope. Again they go to the field at about 2 PM. They return usually at about 6 PM. The father admitted that they take ‘Handia’ everyday including the children after the dinner. In some special occasions, they go to the field and dance together with other villagers. Both ladies and gents dance together with the help of drums and sticks.

Regarding Sephania Kisku, father informed that he gets up early in the morning at about 6 AM. In the morning he used to take goat to the field. After returning from the field, he used to go to the school. Father admitted that he does not find the study hour of his son.

0=0=0=0=0=0=0=0=0

**OBSERVATION NO. - 2**

Name of the Student : Sunaram Murmu.
Name of the School  : Prafulla Ch. Pur
                     : Seva shram.
Class                : II
Age                  : 9 Years.
Village              : Prafulla Ch. Pur.

The investigator alongwith the welfare extension officer and the Head-master of the school went to the family of Sunaram Murmu on 24th August, 1985. The name of the village was Prafulla Chandrapur which was situated 10 Kms from the Udala Block Office and 1 Km from the school. We reached there at about 12.30 PM.
We saw a small girl of 3 years old was sleeping inside the room. One aged lady was busy in cooking. She did not talk to us. We could arrange a cot to sit down and waited few minutes for the arrival of other members. They were living in a typical tontali house. It was a thatched hut which was consisting of two slopped rooms with half partition. A dwelling complex consisted of a big varanaha and a cattle shed. In the varanaha there was a husking level (Dhenki). We could locate some of the cheap aluminium utensils and two handmade cot with paties. Besides, there were many clay pots and few brass utensils. They had one calf, two goat and four chickens. The house was looking very clean.

At about 1 PM, the father and his 12 years old daughter had come from the field. They were looking very tired. The father responded well to the block welfare extension officer. We could establish a good rapport with him. The family consists of 6 members. Two children had gone to the school. The family type was patriarchal where the father, Nath Murmu was acting as the head. The elder girl, Puni Murmu, was a dropout from class II. She was helping her father and mother in household chores and agricultural work. They do not have any land to cultivate. The father admitted that on the basis of daily wage, he manages the family. Father told that my two sons are also helping and collecting the forest products during their leisure time. Both father and mother were illiterate. As the father was feeling hungry, we did not stay there long time. We came back to the Udala Block Office at about 2 PM.

OTHER RELEVANT INFORMATION:

The investigator recorded the following information as per the schedule during the visit.

Regarding duties and responsibilities of the family members, the father explained that they get up early in the morning at about 5 AM. They start some house work, especially making "Bobai roop". After taking the boiled rice
soaked in water overnight with a pinch of salt and chilli, they go for daily wages. Both father and mother, including their daughter, work together. They had an income about Rs. 15/= per day from all the sources. From the work they used to return at 12.30 or 1 PM. In this time they take the hot boiled rice with curry and chilli. After the lunch, they also prepare khali and bobai roap. Again they go to the field at about 2 PM. They return usually at about 6 PM. The father admitted that they take 'Handia' everyday including the children after the dinner.

Regarding the school going children, father informed that they get up early in the morning. In the morning they used to go to the forest. After returning from the forest, they used to go to the school.

OBSERVATION NO. - 3

Name of the Student : Lingaraj Tudu.
Name of the School : Bahubandh U.P.
Class : III.
Age : 9 Years.
Village : Ranubabdh.

On 23rd August, 1985, the investigator along with the Welfare Extension Officer went to the village Bahubandha at about 7 PM. At the time of our arrival, all the family members were taking their dinner. They were taking boiled rice and fish fry. We waited few minutes outside. After the dinner, the father of Lingaraj Tudu, named Narendra Tudu came to meet us. He had known the Welfare Extension Officer (WEO) earlier. We could establish a nice rapport with him. All other members did not come outside. Father admitted that after the dinner, we take 'Handia' everyday. The family consisted of seven members; father, mother, two school going sons and three unschooled daughters. They were remaining in a small thatched house with
two rooms which was partitioned by a half wall. A big verandha was attached in outside. We saw a small room outside where we found 10 chickens. Taking permission from the head, we entered inside and saw that other family members were going to sleep. The house was very clean and containing some aluminium and brass utensils. There were three wooden handmade cots and paties. We could see some earthen pots which were decorated with red colour. There were some books and khatas placed in two bags. Father admitted that his two school going children do not read in the evening. Because they feel tired after coming from the forest. At the time of our discussion the father was feeling very tired. They were talking themselves with their own dialect: 'santali'. We could get the following information as per the schedule from the head, Narendra Tudu.

The family type was patriarchal where father was acting as the head of the family. Regarding duties and responsibilities, they get up early in the morning at about 5.30 AM. All family members take cold rice boiled in overnight with a pinch of salt and chilli. They start making bobai rope and khali leaves. All members used to go far daily wage except the elder daughter who takes care of the last daughter of age 2 years. She does the household chores and prepares food for the outgoing members. The school going children also go to the forest for the collection of forest products and wood. Two school going children come back from the forest at about 9 O'clock and then go to the school after taking bath. From the school they come back at 4 PM, and again go to the forest for rest of the work. The family had an income about Rs. 20/= per day. The father, mother and one daughter, they come back from the work at about 12.30 PM. After taking their lunch, again they used to prepare the rope and khali. At about 2.30 PM, they go for the rest of the work. The head admitted that he does not have any interest in his children's schooling. The head was illiterate but could follow the oriya language. After getting these information, we came back to the Block Office at about 8.30 PM.
OBSERVATION NO. - 4

Name of the Student : Sargen Murmu.
Name of the School  : Betna Sevashram.
Class               : III.
Age                 : 10 Years.
Village             : Betna.

On 25th February, 1986, the investigator along with the Head-master of the Betna Sevashram went to the village Betna at about 1.30 PM. The village was situated 8 Kms away from the Baripada Block Office. At the time of our arrival, the head, Nitai Murmu, was sleeping on a mat (Pati). The mother and the school-going daughter were busy in making "bobai rope". On that day the daughter, Sargen Murmu had not gone to the school. After knowing our arrival, the father came to us. We sat together on a mat. They were staying in a small house consisting of two rooms and a big varandha. The house was looking very nice due to the red mud. A dwelling complex where we found a cattle-shed. In the varandha there was a husking level (Dhenki). The cattle-shed was lying vacant. The family consisted father, mother, two dropout sons and one school-going daughter. We could see the middle son, who was making khali. He was a dropout from Class II. Another dropout son had gone to the forest. There were some earthen pots, aluminium and brass utensils placed in one corner of a room. There were few clothes lying on a rope. The family had one calf, two goats and five chickens. We continued our discussion upto 2.15 PM. Then the father, mother and the middle son started to go for the rest of the work. During the discussion, the following informations were recorded by the investigator as per the schedule. Just at the time of our departure, the elder son came from the forest with a big bundle of wood. He was feeling very tired and did not respond to us. He went to the nearby pond to take bath. The school-going girl was busy in household works.

The family was patrilineal where the father was acting as the head of the family. Father told that they get up early in the morning and prepare bobai rope and khali. Then
they take boiled rice with a pinch of salt and chilli. They start going for daily wage including wife and middle son at about 7 AM. From the work they come back at about 12.30 PM. After lunch, they also do some household activities and again go to the field for rest of the work. From the work, they comeback in the evening. In the evening, sometimes the head goes to the village meeting. They usually go to the bed at about 7.30 or 8 PM. The father admitted that after the dinner, the family members take 'Handia' everyday. He also claimed that 'Handia' is good for health. The head was looking very simple and very much cooperative. The family had an income about Rs. 25/= per day. Father also admitted that as family needed sons income, I did not send them to school. Regarding his daughter's education, he was not in favour of further education. The father was illiterate. After getting these information, we came back to the Baripada Block Office at about 4 PM.

0=0=0=0=0=0=0

OBSERVATION NO. - 5

Name of the Student : Chotray Soren.
Name of the School : Prafulla Ch. Pur Sevashram.
Class : IV.
Age : 11 Years.
Village : Ghagrasahi.

On 8th June, 1985, the investigator along with the Sub-Inspector of schools went to the village Ghagrasahi at about 6.15 AM. The village was situated at 6 Kms distance from the Udala Block Office.

At the time of our arrival, the Headmaster of the said school, P.C. Pur Sevashram was talking to the head of the house. They offered us a mat to sit. There was raining outside. We found that the family members were taking their food inside. It was a small family
consisting of father, mother and two school going sons. They were remaining in a small thatched house with one big room and a big varandha was attached in outside. The house was looking very clean and containing some aluminium utensils and earthen pots. There were two wooden handmade cots and two paties. We found two bags were placed on earthen rack. We could get some information from the father, Dasamati Soren, as per the schedule. During our discussion, the father was feeling very uneasy. At about 6.50 AM., the head along with his wife, Hira Soren, went to the field for daily wage.

After the departure of the parents, Chotray Soren, the school going boy, came with his younger brother. They were looking very simple and planning to go to the forest. We waited there up to 8 AM. and then came to the school. At the time of our departure, we found that the elder son, Chotray Soren, went to the field and the younger one was sitting on the outside varandha.

OTHER RELEVANT INFORMATION:

We could establish a good rapport with the father to get required information as per the schedule. The family type was patriarchal where the father of Chotray Soren was taking all family responsibilities. The father and mother were illiterate. The father admitted his non-involvement in the study of his children. The family members were talking themselves in their local dialect, Santal. The head could follow the Oriya language.

Regarding daily duties and responsibilities, the father explained that they get up early in the morning at about 5 AM. The mother does the household works. The father and children prepare bokai rope and khali. At about 6.30 AM, they used to take their food. They used to take the boiled rice soaked in water overnight with a pinch of salt and chilli. After food they used to go for daily wage. They get Rs. 14/=. per day out of their work. Father admitted that they take ‘Handia’ after the dinner everyday.
Regarding chotray Soren, father informed that he gets up early in the morning and helped us in making rope and in other activity. After the morning food, he used to go to the forest for the collection of wood. He returns from the forest at above 9 AM. Then he goes to the school.
TRIBAL CHILDREN IN INTEGRATED SCHOOLS

OBSERVATION NO. - 1

Name of the Student : Pabana Soren.
Name of the School : Bankisola U.P. School.
Class : II.
Age : 8 Years.
Village : Bankisola.

After the identification of the village, the investigator along with the welfare-extension Officer went to the family of Pabana Soren on 17th Feb, 1986 at 6 PM. The village Bankisola was situated at 6 Kms distance from Baripada Block Office and very nearer to the school.

We met an aged man about 40 years old and understood that he was the father of Pabana Soren. He had just returned from the field and was feeling very tired. We waited there few minutes and the father came with a pati. We sat together and established a good rapport with him. We noted the following information as per the interview schedule.

The family consists of father, mother, grand mother and four children. The family type was patriarchal where the father was acting as the head. Out of four children, two were boys and two were girls. The elder son was dropped out from class III and had gone to the market. Two girls were unschooled and not going to the schools. The father of Pabana Soren was very nice and extended all cooperation to get the information. The language of the father was not so clear but by the help of welfare extension officer I could follow the language.

We gave a glance to the housing condition and things which were available in their house by the help of the father. They were living in a thatched hut. It was consisting of two-sloped gable shaped. There was a big room, a varandha and a cattle shed.
When we entered inside, the grandmother was preparing khali and the mother had gone to the nearby pond to bring water. Two unschooled daughters were also helping the grandmother for preparing khali. We came to know that the school going child, Pabana Soren had gone to the nearby village. We could see some aluminium utensils and two handmade cot with some paties. Besides, there were clay pots for the purpose of cooking and keeping water.

We asked many questions to Mr. Gangadhar Soren, the father of Pabana Soren, to get information as per the schedule.

The father, mother and grand mother were used to engage themselves in daily wages. The family did not have any landed property. The elder son used to collect woods from the forest in order to sell those in the market. The elder unschooled girl used to prepare ropes (Bobai) and also to look after the younger girl of 2 years. From all sources, the total income of the family was approximately Rs. 30/= per day. The father admitted that all family members except girls and Pabana Soren take the hand made alcoholic drink known as Handia, in santali language. The father was strongly advocating the positive effect of handia on human body. Besides handia, they also take some kind of local made drink known as Mahuli. They take it during the festivals. They perform all types of festivals as per their santal culture.

All family members were illiterate except the elder son who had dropped out of school at the class III level. The father also admitted his non-involvement in the child's study. Family members talked to each other in their own local dialect 'santal'. The head and other adult members of the family could follow oriya language to some extent. The interaction among all family members appeared to be satisfactory.

We saw the mother came with a earthen pot after taking water from the village pond.
Regarding the duties and responsibilities of the family members, the father explained that they get up early in the morning at about 5 AM. after hearing the sound of the cock.

Before going to the work, they used to prepare "Bobai rope" for the purpose of selling it in the market. They used to take boiled rice soaked in water overnight with a pinch of salt and curry before going to the work. At about 6 AM they used to go for the daily work. The 8 years old child was also used to go to the forest to collect Mahula flowers till up to the school hour. The elder girl had to look after the younger girl of 2 years. She used to do all the household chores and prepare the "Bobai ropes" at the time of her leisure. From the work, they used to return at about 12.30 PM. They take bath in a nearby pond. In this time the mother with the help of her daughter prepared food for the family. They used to take hot boiled rice with some type of vegetable curry (Utuk). Both males and females sit and eat together. But the ladies they serve at the time of requirement. After taking rest for one hour from 1 to 2 PM again they used to go for the rest of the work. Father explained that they return from the work at about 6 PM. At about 7 or 8 PM, all family members except the children took handia, one kind of intoxicating beverage which was made up of sun-dried rice. They take their dinner at about 8 PM.

0=0=0=0=0=0=0=0

OBSERVATION NO. - 2

Name of the Student: Jhabu Soren.
Father's Name: Phatu Soren.
Mother's Name: Girtta Soren.
Family Size: 1.
Village: Sunaposi.
Name of the School: Saso U.P. School.
Class: III.
Age: 10 Years.
After the identification of the village, Sunaposi, which was 8 Kms distance from the Bahalda Block Office of Mayurbhanj district, the investigator along with the head master of the Saso U.P. School reached there at about 8 AM. in the morning in 6th June 1985.

We saw two children, one boy and one girl were preparing to go to the school. The father and mother had gone to their daily work. We asked the elder son, Jhabu soren, who was reading in class III of Saso U.P. School to get family information. We could not talk to him in details due to his school time. He said that we get up early in the morning at about 6 AM. The father and mother prepare Bobai rope and the younger sister helps the mother in household works. They go to the field after taking boiled rice soaked in water overnight with curry. He also explained his engagements to collect woods from the forest. After coming from the forest he takes meals with his younger sister and then go to the school. He also admits that the father and mother take alcoholic drinks except the children. He also explained that the father and mother return from the work at about 12 PM. The mother prepares the meals for the family members. After taking their meals, they take rest for one hour and again they go to their rest of the work. They return in the evening. He explained that they come during recess to take their lunch. They return from the school at about 4.30 PM. The younger sister will clean the house and the brother goes to the village to play with his friends. He also admitted the lack of fathers' involvement in study. They do not read regularly at home.

We saw the condition of the family. They were living in a thatched house, consisting of one room and one varandha. We could see some aluminium utensils and the children were putting two bags. There were two paties and one cot present inside the room. Things were kept in a proper order. The room was looking very clean. We returned to the Block Office after getting the information as per the schedule.
OBSERVATION NO. - 3

<table>
<thead>
<tr>
<th>Name of the Student</th>
<th>Sonai Tudu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father's Name</td>
<td>Sunaram Tudu.</td>
</tr>
<tr>
<td>Mother's Name</td>
<td>Mahiini Tudu.</td>
</tr>
<tr>
<td>Family Size</td>
<td>6.</td>
</tr>
<tr>
<td>Village</td>
<td>Kumbhirda.</td>
</tr>
<tr>
<td>Class</td>
<td>IV.</td>
</tr>
<tr>
<td>Age</td>
<td>12 Years</td>
</tr>
<tr>
<td>Name of the School</td>
<td>Kumbhirda U.P. School. (Integrated).</td>
</tr>
</tbody>
</table>

On 22nd August, 1985, the investigator along with the District Inspector of Schools went to the village of Sonai Tudu. We reached there at about 1.30 PM. The village was situated 1/2 Km distance from the school and 6 Kms distance from the Bahalda Block Office of Mayurbhanj district. It was Sunday.

We saw that all family members were taking food together after coming from the daily work. After taking meal, the father of Sonai Tudu came and requested us to sit on a pati. The father's name was Sunaram Tudu. The father explained that we have just come from the field because today they have to go to the market. We could get the following information by the help of the father.

The family was consisting of father, mother, two sons and two daughters. The eldest son had dropped out of the school at class III level and was engaged in daily work. The elder daughter was an unschooled child who was looking after the household works. The younger brother Sonai Tudu was reading in class IV at Kumbhirda U.P. School. The younger sister was also reading in class I. From the daily work, they get approximately Rs. 20/= per day.

They were living in a thatched house consisting of two rooms and one varanaha. The house was looking very clean. The mother did not talk with us. We saw some utensils and two cots and some text books which were provided by the school.
We came to know that all family members except younger son and daughter were used to take handia, a handmade alcoholic beverage.

The father admitted that his non-involvement in the study of their children. The female members were looking after the home management. We could feel that the interaction among family members was satisfactory.

The father and mother were illiterate. They were talking themselves in their own local dialect. But the father could understand oriya language.

Regarding duties and responsibilities the father explained that they get about 5 AM. They do some house work including making ropes and preparing khali for the purpose of selling those in the market. They go to the field after taking boiled rice and curry. The father, mother and the eldest son used to go for daily work at about 8 AM. The school going boy used to collect wood from the forest. The eldest daughter was looking after the family and preparing food for the elders. The school going boy Surai Tudu returns from the field at about 9 AM, and after taking bath and meals, go to the school with his younger sister. The father also explained that they return from the field at about 12.30 PM. Then after taking their meals again they go to the field and come to the house at about 6 PM. During their lunch time, they also engage themselves in preparing Bobai ropes and khali. They take drinks during the time of dinner and go to the bed at about 8 PM.

We saw that the family members including children were busy in preparing Bobai ropes and khali in order to sell them in the market. The mother was also preparing handia to sell in the market. The father explained that they return from the market at about 9 PM. Then after getting these information, the investigator along with the District Inspector of Schools returned to the Block Office.
OBSERVATION NO. - 4

Name of the Student : Madhabalochan Hansda
Father's Name : Bhim Hansda.
Mother's Name : Saraswati Hansda.
Village : Itaghuta.
Name of the School : Kumbhirda U.P. School.
   (Integrated ).
Class : II.
Age : 8 Years.

The investigator along with the Headmaster of Kumbhirda U.P. School went to the village Itaghuta on 22nd August, 1985 at about 6 PM. We could locate the house of Madhabalochan Hansda. During our arrival Madhabalochan was playing with his friends infront of his house. The headmaster called the father Bhim Hansda, who had just come from the field. He offered us a mat and requested to sit.

We explained the purpose of our visit to the father. During our discussion the father explained that the family consists of two sons and two daughters excluding father and mother. The eldest son was engaged in collecting wood from the forest and also helping the parent in daily work and three other children were going to the school. The elder daughter was reading in class III and the younger one was reading in class one. The younger son Madhabalochan was reading in class II. The father, mother and the elder son were illiterate. We saw the elder son reached home with two bundles of wood.

We saw that they were living in a small thatched house consisting of two rooms and a small place for cooking. We went inside and saw that the mother was cooking meals for the family with the help of the elder daughter. The younger daughter was playing with her friends. The house was looking very clean. We could see some aluminium utensils and three mats. We also observed some books were lying on the ground. The family members were talking in their santali dialect. The father could follow oriya language. The interaction of the family members was satisfactory.
The father explained that they get up early in the morning at about 5 AM. In the morning before going to their duty, they prepare khali, and rope for the purpose of selling those in the nearby market. At about 8 O'clock they go to field after taking boiled rice with curry. The eldest son used to go to the forest to collect forest materials like wood, mahula leaf and flower etc. Sometimes he also goes for daily work with his parents. The income of the family from all sources was nearly Rs. 15/- per day.

The school going children go the school after taking their meals at about 9.30AM. From the daily work the father, mother and the eldest son return at about 12.30 PM. After taking lunch, they take rest up to 2 PM. Again they go for the rest of the work and come back at about 6 PM. The school going children come for lunch during recess time. They return from the school at about 4.30 PM.

The father who explained his non-involvement in their study. He also admitted that they take handmade alcoholic drink during night except the children. The father also informed that Madhabiochan does not read at home. The mother prepares dinner for the family and they used to go to the bed at about 8 PM.

The investigator along with the headmaster returned to the Block Office of Bahalda at about 7.30 PM.

0=0=0=0=0=0=0=0

OBSERVATION NO.-5

Name of the Student : Saraswati Besra.
Father's Name : Kesab Besra.
Mother's Name : Ashe Marie Besra.
Family Size : 9.
Village : Bahalda.
Name of the School : Bahalda U.P. School (Integrated).
Age : 12.
Class : III.

On 13th August, 1985, at about 5 PM., the investigator along with the Sub-Inspector of schools went to the village of Saraswati Besra. The village, Bahalda was situated 1 km distance from the Bahalda Block Office. It was 5.15 PM. The father of Saraswati Besra had just come from the office. He was a peon in the Bahalda Power Sub-Station. He offered us two chairs. He was a nice man. We saw that they were living in a thatched house consisting of three big rooms, one big verandah and a place for cooking. We could see some wooden furnitures and also some brass and aluminium utensils. The house was looking very clean. The family was consisting of father, mother, four sons and three daughters. All are school going children except the younger daughter who was four years old. The eldest daughter was a dropout who had dropped out of the school at class X level. The eldest son was continuing his education at +2 level. Other three sons were also reading in the school. We could feel that educative atmosphere of the family by observing some books, magazines and newspapers.

The father admitted that all school going children read in the evening after coming from the school. The mother was illiterate and looking after the family by the help of her eldest sister. In the family the mother was not going for daily work.

We could feel the interaction among family member was satisfactory. They were talking in Santali. The father was speaking Oriya fluently. We could establish a very good rapport with him.

Regarding the activities of Saraswati Besra, we saw that she was helping the mother in preparing Bobai rope.
The father also reported that they get up early in the morning at about 6 AM. The mother does the house work and looks after the children. The eldest daughter was also helping the mother at the time of her need.

The father also explained that school going children read in the morning for one hour. The father before going to the school also prepares khali leaf by the help of his children.

The father also admitted that he takes alcoholic drinks everyday before the dinner time. Other family members do not drink.

After getting the above relevant information, the investigator and S.I. of schools returned to the Block Office of Bahalda at about 8 PM.
NON-TRIBAL CHILDREN IN INTEGRATED SCHOOLS

OBSERVATION NO.- 1

Name of the student : Sujata Agarwall.
Name of the School : Bahalda U.P. School.  
(Integrated)
Class : IV
Age : 12 years.
Village : Bahalda.

On 18th Aug'85, the investigator along with the headmaster of Bahalda U.P. School went to the village of Sujata Agarwall at about 6 AM. in the morning.

We met Sujata Agarwall, who was reading a book at the time of our arrival. We informed her to call the father. The father came and invited us to sit inside the house. The father explained that he was sleeping due to the heavy work in yesterday's night at the shop.

We could see that they were staying in a big building having many rooms. The drawing room was arranged nicely. Many wooden furniture and two scooters were placed inside the house. Many ladies were moving from place to place and were busy in giving breakfast to all family members.

It was a big joint family consisting of four brothers and their wives, eight sons and four daughters. During our arrival the other three brothers were sleeping.

The father explained that they have two grocery shops in Bahalda Market. Two shops were very big. They get profit of Rs. 150/- per day. We saw many things in the house. One bicycle, one telephone, one T.V. (Black & White) and many books and magazines.
They have 5 acres of cultivating lands. Two brothers were taking care of the lands. The rest two brothers were shop keepers.

Regarding education of the family, the four brothers had education up to undermatric and ladies had education up to primary level. Out of 8 sons, 4 sons were going to the school and 2 sons stay at home. Out of 3 daughters, 2 daughters were going to the school and one was small remains at home.

During our discussion, a tutor came to teach the children at about 7 AM. The tutor takes Rs. 100/- per month. all children were well dressed and the ladies were also looking very clean.

Regarding their duties and responsibilities, the father of Sujata Aagarwall explained that the females get up early in the morning at about 5 AM. The four brothers get up at about 8 AM. in the morning. Two elder brothers after taking bath and tiffin, go to the shop at Bahalda town. Two others go to the field to see the agriculture. All they come back to the home during lunch time at about 1 PM. They again go to their respective work after taking rest of one hour. They come from the shop at about 11 PM. and sometime very late in the night.

The females look after the children. They prepare meals for the school going children and do all the arrangements in time for sending children to Bahalda U.P. School. Ladies were looking very smart.

The school going children get up at about 6 AM. in the morning. They take their breakfast and start reading by the help of a tutor from 7 AM. to 8 AM. Then they take bath and after taking meals they go to the school. From the school they return at about 4.30 PM. They play themselves and also go to the village to play with their school mates. They were not
helping their mothers in the household activities. In the evening at about 7 PM, another tutor came to teach them.

The father of Sujata Agarwall admitted that they do not involve in the education of their children due to their engagements.

In the night the female members watch T.V. and some children also watch T.V. for sometimes. The children go to the bed after the dinner at about 9.30 PM. But the females used to wait until the arrival of the male members. The family interaction was appeared to be satisfactory. We returned to Bahalda Block Office at about 9 AM in the morning.

\[0=0=0=0=0=0=0=0\]

OBSERVATION NO.-2

Name of the Student: Harihar Das.
Name of the School: Bankisola U.P. School.
Class: III.
Age: 9 Years.
Village: Bada.

On 22nd Feb'86 at about 6 PM, the investigator along with the headmaster of Bankisola U.P. School went to the village of Harihar Das. The village Bada was situated 5 Kms. distance from the Haripada Block Office and 1/4 Km. from the Bankisola U.P. School.

We met Ganeswar Das, the father of Harihar Das. He was a nice man and offered us two chairs. We could established good rapport with him. The father explained that the family consists of father, mother, his younger brother and his wife, and two sons of the elder brother. There was no children in case of younger brother. They have very good understanding.
The father explained that they have their own land for the purpose of cultivation. The father explained that they had gone to the field. He had just come from the field and the younger brother had gone to the market.

The two brothers have education upto primary school and the females were illiterate. Two sons were going to the school. The elder son was reading in class VII and the younger one in class III.

They were living in a thatched house. It was consisting of 3 big rooms and a cattle shed in front of the house. They have two oxen, one cow and some chickens. We could find a bicycle, one radio, one watch of the younger brother, some wooden furnitures and many brass and steel utensils. The house was not looking clean and things were not placed in proper order. There were some books and exercise note books placed on a table. We could see some Oriya magazines and newspapers.

Regarding the occupation, the two brothers were used to cultivate their own lands. The ladies were not going for daily work. They take care of the family members and prepare foods for the family. The ladies also prepare khali leaf for the purpose of selling those in the market. We could not see the ladies inside the house. They were very conservative and not coming to the outside to face them.

The father admitted that they do not take any type of alchohollic beverage. They perform all types of religious practices as per the Hindu religion. When we reached there, the school going children had gone to the village to play with their friends.

The father admitted that they read regularly from 7 PM to 8 PM. The father reported his active involvement in the academic affairs of the children. At the time of our discussion, the younger brother came from the market with some vegetables. The school going children came from the village after playing with their friends. They put namaskar and went into the house.
Regarding the duties and responsibilities, the father explained that they get up early in the morning at about 6 AM. The elder and younger brothers used to go to the field to see the land and crops. They return to the house at about 7.30 AM. Again they go to the field after taking breakfast. The school going children read in the morning and the ladies used to cook for the family members. The ladies they usually take their meals after the male members. The ladies perform all the household chores. The children used to go to the school at about 9.30 AM. The two brothers used to come from the field at about 3.30 PM. They take lunch at about 4 PM. They take rice, dal and curry. In the evening they used to listen radio programmes and also talked to different people in that village. At about 9 PM they take their dinner and retire to bed.

The father also reported the activities of his younger son, Harihar Das, who was reading in class III. Harihar Das gets up early in the morning at about 7 AM. After taking breakfast, he used to read up to 8.30 AM. After reading, he takes bath in the nearby pond and used to go to the school at about 9.30. He returns from the school at about 4.30 PM. He used to go to the village to play with his friends upto 6 PM. He starts reading with his elder brother from 7 PM. to 8.30 PM. Afterwards, he takes his dinner and retires to bed. They were not doing any household activities. After getting the following information, we reached at Block Office at about 9 PM.

OBSERVATION NO.- 3

Name of the Student : Ashok Kumar Sahoo
Name of the School : Bankisola U.P. School.
Class : III.
Age : 10 Years.
Village : Bankisola.
Ashok Kumar Sahoo was a student of class III of the Bankisola integrated U.P. School. He was a non-tribal child of 10 years old. He belonged to the Bankisola village which was situated 6 Kms. from the Baripada Block Office of the Mayurbhanj district of Orissa. After the identification of the said village, the investigator along with the school headmaster went to the family of the child on 20th Feb’86 at 7 PM.

The family consists of father, mother, one brother of the father and his wife. There were three children in case of the elder brother and one child in case of the second brother. The family type was patriarchal where the elder brother was acting as the head. Out of four children, three were going to the school and the 4th one was a small boy of 2 years old. At the time of our arrival all family members were present and they were listening the radio. We could establish a good rapport with the elder brother.

They were living in a thatched house. It was consisting of three big rooms and a cattle shed in front of the house. We could find the brass and silver utensils. The house was clean and all other things were placed in a proper order. There were many books and exercise note books placed on a table. They had two cots (Palang) and two chairs. They had also one bicycle, one wrist watch and a radio. They had their own land for the purpose of cultivation. They had also two oxen for the purpose of cultivation. We saw also some Oriya magazines and newspapers.

Regarding education, two brothers had education upto class M.E. and class IX respectively. The wife of the elder brother had education upto class III and the wife of the younger brother was illiterate. Two sons were reading in class VII and class III. The only daughter was reading in the class IV. Family members talked to each other in Oriya language. The two brothers did not have good understanding. They were not talking each other. But in case of ladies, they were talking each other. The interaction was not so satisfactory.
as to the observation of the investigator is concerned.

Regarding the occupation, the male members were used to cultivate in their own lands. The ladies were busy in preparing khali and making rope to sell in the market. From all sources, they had an income approximately Rs. 1,000/- per month. The father admitted that they do not take any alcoholic beverage. They perform all types of religious practices as per the Hindu religion. When we reached there, the school going children were reading their books. They used to read at about 6.30 PM. to 7.30 PM. The father also admitted his active involvement in the academic affairs of the children.

Regarding the duties and responsibilities of the family members, the father explained that they get up at about 6 AM. in the morning. They used to go to the field to look at the vegetables. From the field they used to come back at about 8 AM. They take coldrice with curry or fry in the morning. All male members they take their meals first. The ladies they usually take their meals after the male members. The ladies were performing all household activities. The school going girl was not doing any household works. At about 9 AM. the two brothers again go to the field with oxen and plough. The children used to go the schools everyday. The ladies were busy in looking and keeping the house clean. They were not coming outside. Really we could not see the appearance of the ladies. The two brothers they used to come from the field at about 3.30 PM. After taking lunch they used to take rest upto 5 PM. In lunch, they take rice, dal and curry. In the night they used to listen radio programmes and also talked to different people in that village. At about 9 PM. they take their dinner and retire to bed.

Ashok Kumar Sahoo, a 10 years old boy, was reading in class III. He gets up early in the morning at about 7 AM. After taking breakfast, he used to read upto 9 AM. Afterwords he used to take bath in the nearby pond. He used to go to the school at about 10 AM. after taking
the lunch. He remains in the school from 10.30 AM to 4 PM. After returning from the school, he used to play with his friends up to 6 PM. He starts reading with his brothers and sisters from 6.30 PM to 8 PM. Afterwards he takes his dinner and retired to bed. As to the observation of the investigator, the school going children were not doing any household works.

OBSERVATION NO.-4

Name of the Student : Latika Dutta.
Name of the School : Bahalda U.P. School. (Integrated).
Class : IV.
Age : 11 years.
Village : Bahalda.

On 12th Aug'85 at about 9 AM, the investigator along with the sub-inspector of schools went to the village of Latika Dutta. The village Bahalda was situated 1/2 Km. from the Bahalda U.P. School.

At the time of our arrival the family members were taking meals. After taking meals the father Praharaj Dutta came and invited us to seat inside. We gave a glance to the housing pattern of Praharaj Dutta. They were living in a single-stored building. The building was consisting of three rooms and a small kitchen. The father, explained that the family consists of the father, the grandmother, the mother and three children. Two children were going to the school and youngest one was of three years old. We could see the grandmother was sitting on the varandah. She was an old lady of 70 years. We could not find the mother inside because the family was very conservative. The father explained that the female members do not go to the daily work. They look after the family and take care of the children.
The father was working as a post peon in the nearby Bahalda Post Office. His qualification was undermatric. The mother had education upto primary level. Out of three children, the eldest son was reading in class VIII and the daughter was reading in class IV and the youngest son was not admitted in the school. The grandmother was illiterate.

The father reported that the family has got two acres of land. We could also see a cattle shed in the backside of the house. They have two oxen and one cow. We saw a bi-cycle, one radio, one wrist watch of the father, some wooden furnitures, two cots (Palangs) and many brass and steel utensils. The house was looking clean and things were placed in a proper order. There were some books and exercise note books placed on the table. We saw that the school going children were ready to go to the school. They were putting clean dresses and busy in putting books into their school bags.

The father became ready to go to his work. We did not spend much time due to the office hour. Regarding the activities of the school going children, the father reported that his children read well in the school. They get up in the morning at about 7 AM. After taking their breakfast they used to read upto 8.30 AM. After their study, they take bath and used to go to the school at about 9.30. They return from the school at about 4.30 PM. They used to go to the village to play with their friends upto 6PM. They start reading from 7 PM. to 8.30 PM. At about 9.30 they used to go to the bed after taking dinner.

After getting the above information, we along with the father of Latika Dutta returned to the Bahalda Market. The father went to the Post-Office and we reached at Bahalda Block Office at about 10.30 AM.
OBSERVATION NO.-5

Name of the Student : Bhagirathi Sahoo.
Name of the School : Binghua U.P. School. (Integrated).
Class : II.
Age : 8 Years.
Village : Binghua.

On 9th Aug'85 the investigator reached in the village of Bhagirathi Sahoo at about 7 AM. The investigator met Bhagirathi Sahoo and informed him to call his father. The father came and invited to the investigator to sit inside the house. The father had come from the field. The family has got a vegetable garden in the back side of the house. The father used to go to see the vegetables in the morning. The investigator could establish a good rapport with him and noted the following information.

The father explained that the family consists of the father, mother and four children. The eldest son was reading in class VII and youngest was reading in class II. There were two small daughters who were not admitted in the school.

Regarding education of the family, the father had education upto class VII and the mother had no formal education.

They were living in a thatched house consisting of two rooms and a small place for kitchen. There was a cattle shed infront of the house. The investigator found some wooden furnitures and, some aluminium and brass utensils. There were some books and writing materials placed on the cot. Some paddy sacks were placed in a corner of the entrance room. The father reported that they have one and half acres of cultivating land.

Regarding duties and responsibilities, the father explained that they get up early in the morning. The father goes to the vegetable
garden and returns at about 7 AM. After taking the breakfast, the father goes to the field with oxen and plough. He returns from the field at about 2 PM. He takes lunch. After taking rest for some times, he goes to the vegetable garden and works there up to evening. He takes the vegetables to the nearby market twice a week.

The mother looks after the cattles and does all household activities. During her leisure time, she goes to the vegetable garden to help her husband.

The school going children get up at about 7 AM in the morning. They take their breakfast and read up to 8 AM. After taking lunch they go to the school at about 9.30. They returned from the school at about 4.30 PM. Sometimes the school-going children go to the vegetable garden to help the father after coming from the school. When they find leisure, they play with their village friends. In the evening they start reading at about 7 PM. They take dinner at about 8.30 and go to the bed. The father goes to the village to sit with the villagers and returns at about 9 PM. The mother takes her meal after the children and the husband.

The father admitted his non-involvement in the study of their children. The mother takes care of the two small daughters. The interaction among family members appeared to be satisfactory. The family members did not have any drinking habits. They perform many religious practices as per the Hindu religion. The investigator returned to the Bahalda Block Office at about 10 AM.
CASE STUDIES OF THE TRIBAL (ASHRAM) SCHOOLS

OBSERVATION NO. 1

Name of the School: Bahubandha U.P. Graded Sevashram.

On 23rd Aug'85, the investigator along with the Welfare Extension Officer of the Udala Block of Mayurbhanj Dist. of Orissa went to a tribal (Sevashram) school which was situated at Bahubandha, 3 Kms. distance from the Block Office.

We met the head master of the school. He invited us to his office. It was 10.30 AM. The classes were going on. We visited the school campus. The school had a nice building. The school garden was full of many vegetables. There was a well and tube-well for the purpose of water supply. The school had a hostel with low cost maintenance. There were 25 children staying in the hostel. The government was bearing all the mess expenses of the children. We came to know that the maintenance of the hostel was very poor because the money was not sufficient to give proper diet to the children. The children were supplied with two meals in a day. On that day the children had taken rice and dal during their lunch. The following informations were recorded as per the schedule:

STAFF POSITION

There were four teachers in charge of 5 classes including the headmaster. The age and qualification of the teachers are as follows:

1. Mr. Sachindra Nath Dash (Non-tribal), Qualification - M.E. & E.T., Age - 50 years. (Headmaster).
2. Mr. Sahadev Giri (Non-tribal), Qualification - Matric and C.T., Age - 26 years
3. Mr. Padmalochan Behera (Non-tribal), Qualification - Class X & E.T., Age - 38 years.
4. Mr. Jayaram Majhi (Tribal),
    Qualification - Class X and E.T.,
    Age - 46 years.

    Among four teachers, three were from non-tribal background. The qualification of the
    teachers was not so attractive. Besides the above qualification, the teachers had some
    orientation in tribal languages.

    There was a peon. His name was Mr. Okil Chandra Sethi. He was from S.C. background
    and had education up to class VIII.

CLASS ROOM ORGANISATION

    On that day we saw the following type of arrangements of the classes.
    Class III & IV in one room.
    Class V in a separate room.
    Class I in a big room.
    Class II on school varandah.

    The class arrangement was not satisfactory. We saw that class IV children were
    shouting while the teacher was teaching class III children.

SCHOOL FACILITIES:

    There was a separate room for the office of the headmaster. Other teachers were also
    sitting in that room. We saw two wooden almirahs and a wooden rack for the geographical
    maps and charts. We could also see many text books and writing materials were kept in
    the office. There was no library. The school had the provision for mid-day CARE feeding.
    The government supplies free school dress to tribal children. We could also see the required
    furnitures in all classes. Class I & II children were sitting on the ground without desk. Class
    III to Class V children were sitting on the ground with a desk.
ATTENDANCE

The investigator recorded the attendance of the students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class I (T37)</th>
<th>Class II (T41)</th>
<th>Class III (T29)</th>
<th>Class IV (T24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-08-85</td>
<td>20</td>
<td>30</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>19-08-85</td>
<td>23</td>
<td>28</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>20-08-85</td>
<td>12</td>
<td>32</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>21-08-85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22-08-85</td>
<td>20</td>
<td>25</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>23-08-85</td>
<td>22</td>
<td>29</td>
<td>15</td>
<td>21</td>
</tr>
</tbody>
</table>

The students' attendance was satisfactory. It indicated that students were coming to the school regularly.

The headmaster explained that the school was inspected by the officers many times because the school was very nearer to the block office. From January to August, 1985, the following members had done inspection and supervision:

1. Welfare Extension Officer - Three times.
2. Joint Director, Tribal Welfare Dept., Govt. of Orissa - Two times.
3. Director, Tribal Welfare Dept., Govt. of Orissa - Once.
4. Sub-Divisional Officer - Once.
5. District Welfare Officer - Once.

The investigator could feel that due to proper inspection, the school was running smoothly.

The headmaster admitted that the children do hard work in the garden to take care of the vegetables. He said that those vegetables are meant for the hostel management. We really appreciated the school atmosphere and took a photograph of the students along with their teachers. This photograph has been appended in the appendix - III.
OBSERVATION NO.-2

Name of the School: Betna U.P. Graded Sevashram, Baripada.

On 23rd Feb'86, the investigator went to a Sevashram which was situated at 4 Kms. distance from the Baripada Block Office. It was 2.30 PM.

At the time of the arrival, the investigator saw that all school children were in the vegetable garden and watering the plants. The headmaster was guiding the children. He was a nice man and invited the investigator to his office.

The school surrounding was looking very nice. It was a big campus. There was a well in the school campus. The school had a nice building and a new hostel. The hostel capacity was 50. The investigator visited the school campus. After sometime the children came to different classes.

The following informations were recorded by the investigator:

STAFF POSITION

There were five teachers including the headmaster and a peon. Their names, qualifications and age are as follows:

1. Mr. Pitamber Pradhan. (Non-tribal)
   Qualification - Matric & C.T.
   Age - 35 years.
2. Mrs. Sarojini Patra. (Non-tribal),
   Qualification - Matric & C.T.
   Age - 29 years.
3. Mr. Gadadhar Giri. (Non-Tribal),
   Qualification - Class X & E.T.
   Age - 38 years.
4. Mr. Purusottam Patra. (Non-tribal),
   Qualification - Class X & E.T.,
   Age - 35 years.
5. Mrs. Susama Sarangi. (Non-tribal),
   Qualification - Matric & C.T.
   Age - 28 years.
6. Mr. Kailash Ch. Patra, Peon (S.C),
   Qualification - Class VII,
   Age - 26 years.

All teachers were from non-tribal background. Many teachers did not have any orientation in tribal languages.

The peon was from S.C. background and appointed on the basis of ad hoc.

CLASS ROOM ARRANGEMENT:

On that day the investigator saw that there were separate rooms for separate classes. The school atmosphere was very nice. Other teachers were taking classes.

SCHOOL FACILITIES:

There was a separate room for the office of the headmaster. Other teachers were also sitting in that room. We saw three wooden almirahs and a rack for the geographical maps and charts. We could also see many text books and writing materials were kept inside a almirah. There was no separate room for the library. The school had two quarters for the headmaster and a teacher who was incharge of the hostel. The school had the required furnitures for the children.

The headmaster also admitted that the government supplies free text books and other teaching learning materials for the children. The government also supplies free school dresses to tribal children.
ATTENDANCE

The investigator recorded the attendance of the students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class I (T40)</th>
<th>Class II (T35)</th>
<th>Class III (T25)</th>
<th>Class IV (T24)</th>
<th>Class V (T20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-02-86</td>
<td>35</td>
<td>30</td>
<td>24</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>22-02-86</td>
<td>34</td>
<td>31</td>
<td>22</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>23-02-86</td>
<td>36</td>
<td>28</td>
<td>20</td>
<td>18</td>
<td>15</td>
</tr>
</tbody>
</table>

The students' attendance was satisfactory. It indicated that students were coming to the school regularly. The headmaster explained that the school was inspected several times. From December to February, 1986, the following officers had come for supervision and inspection.

1. Welfare Extension Officer - Two times.
2. Sub-Divisional Officer - Once.
3. Director, Tribal Welfare Dept., Govt. of Orissa - Once.

The investigator could feel the proper management of the school. The school was running smoothly.

The headmaster admitted that the children do hard work in the garden to take care of the vegetables. The vegetables were being utilised for the purpose of hostell mess. The investigator really appreciated the school atmosphere and took many photographs which have been appended in the appendix - III.
CASE STUDIES OF INTEGRATED U.P. SCHOOLS

OBSERVATION NO.-1

Name of the School: Pandua U.P. School.

On 26th July 1985, the investigator visited an integrated U.P. School which was situated at village, Pundua, 5 Kms. distance from the Bisoi Block Office of Mayurbhanj Dist. of Orissa. The time was 11 AM.

The investigator met the school headmaster. The school was going on in a thatched house. The condition of the school was quite miserable. The headmaster invited the investigator to his office. That was the school time. The investigator visited to different classes. The school did not have any specific compound. There was no vegetable garden in the campus. The school complex was very small. The school did not have any hostel.

The following informations were recorded as per the schedule.

STAFF POSITION

There were two teachers in charge of five classes. There was no school peon. The names, qualification and age of the teachers were as follows:

1. Mr. Jatindra Nath Mohanta. (Non-tribal),
   Qualification - M.E. & E.T.,
   Age - 25 years.
2. Mr. Sadananda Kamila. (Non-tribal),
   Matric and C.T.

Two teachers were facing a lot of problems for the management of all classes. The headmaster explained the practical difficulties in taking classes.
CLASS ROOM ORGANISATION

The classes were organised as follows:
Class II and V - One room.
Class I - Varandah
Class III and IV - One room.

The class room organisation was very poor. The headmaster reported his inability in taking all classes as per the time table. The investigator could feel the bed atmosphere of the school due to lack of the teachers.

SCHOOL FACILITIES

The school did not have any facilities. There was no library for the students. There was neither play ground nor any play materials. The furnitures were not adequate for the children. The investigator saw that many students were sitting without desk. The school had the provision for mid-day CARE feeding. The free text books and school uniforms were supplied by the Govt. of Orissa to tribal children.

The investigator could seed the few geographical maps were placed on a rack in the headmaster's office.

ATTENDANCE

The investigator recorded the following attendance of the students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class I(T29)</th>
<th>II(T8)</th>
<th>III(T11)</th>
<th>IV(T17)</th>
<th>V(T16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-07-85</td>
<td>21</td>
<td>8</td>
<td>9</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>16-07-85</td>
<td>23</td>
<td>7</td>
<td>11</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>17-07-85</td>
<td>22</td>
<td>7</td>
<td>10</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>18-07-85</td>
<td>23</td>
<td>7</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>19-07-85</td>
<td>21</td>
<td>7</td>
<td>9</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>20-07-85</td>
<td>23</td>
<td>7</td>
<td>9</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>21-07-85</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>22-07-85</td>
<td>23</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>23-07-85</td>
<td>20</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>24-07-85</td>
<td>21</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>25-07-85</td>
<td>27</td>
<td>8</td>
<td>11</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>26-07-85</td>
<td>26</td>
<td>8</td>
<td>9</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>
The students enrolment was very poor. But the students were coming regularly to the school.

The headmaster admitted that since 1984 January, there was no inspection and supervision by the government. It indicated that the government does not take any interest to inspect the primary schools.

The headmaster explained the apathetic attitude of the government in providing minimum facilities to the school and also to appoint more teachers for the purpose of teaching. The headmaster was not satisfied with the functioning of the school.

The investigator returned to the Block Office at about 1.30 PM.

OBSERVATION NO.-2

Name of the School : Sosa U.P. School.

On 14th July '85, the investigator visited an integrated U.P. School which was situated at the village Sosa, 6 Kms distance from Bahalda Block Office of Mayurbhanj Dist. of Orissa.

The time was 12 PM. The headmaster was in the office. He was a nice man and invited the investigator to his office. We visited the school building. The investigator was astonished in observing the bad condition of the school. The school was going on a thatched house with two small rooms. There was a small partition for the office of the headmaster. During the investigator's visit, many students were moving here and there. The school did not have any fixed campus or boundary. The school walls were disarranged due to lack of proper maintenance by the Government.
STAFF POSITION

There were three teachers in charge of five classes. On that day one of the teachers was absent. The names, qualification and age were noted as follows:

1. Mr. Balram Sahoo, Headmaster (Non-tribal), Qualification - Matric & C.T., Age - 27 years.
2. Mr. Sudam Chandra Mallick, Qualification - Matric & C.T., Age - 23 years.

The teachers were not adequate to teach for five classes. The qualification of the teachers was satisfactory. There was no peon. All teachers were from non-tribal background. The teachers did not have any orientation in tribal language.

CLASS ROOM ARRANGEMENT

The class room arrangement was quite unsatisfactory. The following was the arrangement of the classes.

- Class I, II and III - in one room.
- Class IV and V - in one room.

SCHOOL FACILITIES

The school did not have hostel and library for the students. The school furniture, especially no desks for the children. All children were sitting on the floor.

The investigator could see that for five classes, there were only two black-boards. There were no dusters. So the facilities of the school were very poor. The headmaster explained all the difficulties in front of the investigator. There were no play materials and also no play ground for the students. The headmaster told that the Government supplies
mid-day meals i.e. CARE feeding and free text books and school uniforms to tribal children.

ATTENDANCE

The Investigator recorded the following attendance of the students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class I(T8)</th>
<th>II(T10)</th>
<th>III(T8)</th>
<th>IV(T6)</th>
<th>V(T8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-07-85</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>13-07-85</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>14-07-85</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The school enrolment was very poor. The attendance was very thin. The investigator became astonished when reported the enrolment of the school.

The headmaster explained that there was no inspection by the Government for the last two years. The investigator returned to the Bahalda Block Office at about 2 PM.
Fig. 1. School Building of a Tribal (Asram School).

Fig. 2. Hostel Building of a Tribal School.
Fig. 3. A View of the Garden of a Tribal School.

Fig. 4. Students along with the Headmaster in the Garden of a Tribal School.
Fig. 5. A View of an Integrated U.P. School.

Fig. 6. Administration of Piagetian Conservation Task (Numeration).
Fig. 7. Administration of Piagetian Conservation Task (Area).

Fig. 8. Administration of Piagetian Conservation Task (Quantity).
Fig. 9. Housing Pattern of a Tribal Village (SANTAL).

Fig. 10. Side View of a Tribal House.
Fig. 11. Inside View of a Tribal Family.

Fig. 12. A Tribal woman making rope.
Fig. 13. The Investigator along with Tribal People in a Market.

Fig. 14. Tribal women selling Handia in the Market.
Fig. 15. Tribal People sitting together after selling Handia.

Fig. 16. Tribal Women at a Glance.
Fig. 17. A View of a Non-tribal House.